

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

HANDBOOK FOR TUTORS





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Transforming Teaching, Education & Learning



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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

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
<p>1a Introduction to the semester – in session one</p> <ul style="list-style-type: none">➤ 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 assessment components in the course manuals examples will need to be provided by the SWL for the SL/HoD.	<p>1A</p> <p>1.1 Discuss the two courses of the Year 4 Semester 2 of the Junior High School (JHS) programme. Recount how you were coping with the groupings in subject areas in previous PD sessions and how these culminated in the practical content delivery and learning in the class.</p> <p>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.</p> <p><i>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.</i></p> <p>1.3 Refer to your respective course manuals for Year 4 Semester 2 of the English language and discuss the structure and content of the course manuals that generally comprise:</p> <p>i) The course information and vision for the new four-Year B.Ed. curriculum.</p>	<p>20 mins</p>

	<p>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.</p> <p>iii) List of course learning outcomes and their related learning indicators.</p> <p>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.</p> <p>v) Course assessment components.</p> <p>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.</p> <p>Examples: <i>African Literature:</i> (CLO): <i>Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12)</i></p> <p>(LIs): i. <i>Trace the beginnings of African literature.</i> ii. <i>Differentiate African literature from other literatures.</i></p> <p><i>Varieties of English:</i> (CLO): <i>demonstrate knowledge of the foundations of language varieties (NTS 2c: 13)</i></p> <p>(LIs): i. <i>Explain the factors that account for the existence of varieties in (English) language.</i> ii. <i>Identify the different varieties in English in given contexts</i></p> <p>1.5 Discuss the two continuous assessment components in both courses of Year 4 Semester 2.</p> <p>Examples:</p>	
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	<p>Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100</p> <p>i. Introduction (10 marks): a clear statement of aim and purpose of the project.</p> <p>ii. Methodology (20 marks): what the student teacher has done, why and how to achieve the aim and purpose of the project</p> <p>iii.</p> <p>Substantive section (40): presentation, analysis and interpretation of what has been done, learned or found out.</p> <p>iv. Conclusion (30): key outcomes of the project and reflection on what the student teacher has learnt.</p> <p>Subject Portfolio: Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100</p> <p>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).</p> <p>i(b) Presentation and organisation of portfolio 10%.</p> <p>OR</p> <p>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</p> <p>ii(b) Mid semester assessment 30%</p> <p>ii(c) Presentation and organisation of portfolio 10%</p> <p>Examples of specific projects: African Literature A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.</p> <p>Varieties of English: Designing, in a form of graphic organiser, the foundation of language variety.</p> <p>NOTE: Refer to appendix 2 in the PD manual and read on assessment in the appendix for a few minutes and take turns to talk to the larger group about your understanding of the two continuous assessment components (subject project and subject portfolio).</p>	
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<p>1b Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>Example:</i> <i>The subject project is a mini classroom research on the course being taught ranging from content to pedagogy and the subject portfolio is how well 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.</i></p> <p>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.</p> <p><i>Note: Examine the differences between Year 3 Semester 2 STS experiences and those of Year 4 Semester 1 STS experiences.</i></p> <p><i>Example:</i> <i>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.</i></p> <p>1.7 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p><i>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.</i></p> <p>1.8 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> <i>African Literature :</i> <i>(LO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12).</i></p> <p><i>(LIs):</i> <i>i. Trace the beginnings of African literature</i></p>	
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	<p><i>ii. Differentiate African literature from other literatures.</i></p> <p>Varieties of English: <i>(LO): Demonstrate knowledge of the foundations of language varieties (NTS 2c: 13) (NTS 1c:12, NTS 2e, 2f:13).</i> <i>(LIs):</i></p> <p><i>i. Explain the factors that account for the existence of varieties in (English) language.</i> <i>ii. Identify the different varieties in English in given contexts (Refer tutors to the learning outcomes and indicators sections of the lessons).</i></p> <p>Note: <i>Refer to lesson one of the course manual for the learning outcomes and indicators.</i></p> <p>1.9 Refer to the lesson descriptions of lesson 1 and read and discuss those course descriptions.</p> <p>Examples: African Literature: <i>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></p> <p>Varieties of English: <i>Varieties of English, as a course, is designed to help student teachers to explore the foundations of language varieties and to examine them in their various contexts.</i></p> <p>1.10 Discuss the distinctive features of lesson 1 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: African Literature:</p> <p><i>i. Concept of African literature</i> <i>ii. Nature of African literature</i> <i>iii. Literature-in-English and English literature</i></p>	
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	<p>Varieties of English:</p> <ul style="list-style-type: none"> <i>i. Language variety</i> <i>ii. Foundation of language variety</i> <i>iii. Language variety in context</i> <p>Examples of Misconceptions or Challenging Areas</p> <p>African Literature: <i>That literature-in English is the same as English literature.</i></p> <p>Clarification: <i>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</i></p> <p>Varieties of English: <i>That the rationale behind the varieties of English language is basically geographical.</i></p> <p>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)</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Intern Seminar.</p>	<p>Supporting Professional Teaching Portfolio (PTP)</p> <p>1.11 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.</p> <p><i>Examples of the need for PTP:</i></p> <ul style="list-style-type: none"> <i>i. It outlines teachers' accomplishments that may help them to gain employment or a higher-level position in the work force.</i> <i>ii. A teaching portfolio is a story about you and who you are as an educator.</i> <i>iii. It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.</i> 	

	<p><i>iv. It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and achievements.</i></p> <p>Guidance to Classroom Enquiry and Action Research Project Report Writing</p> <p>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 (<i>Refer to Activities 8.2.3.1 - 8.2.3.4 of Year 3 Semester 2 Handbook</i>)</p>	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</i></p>	<p>1.13 Discuss some of the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills and which may be applicable to the world of work as you make transition from school to the contextual realities of the world of work as beginning teachers.</p> <p><i>Examples of GESI responsive activities:</i> <i>Making reasonable adjustments for physically challenged learners.</i> <i>Both male and female learners playing leading roles in a group task, using brailles and other needed SEN resources.</i></p> <p><i>Examples of CCI activities:</i> <i>Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.</i></p> <p><i>Examples of ICT activities</i> <i>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.</i></p> <p><i>Examples of 21st Century activities:</i> <i>Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p>	

<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>African Literature:</p> <ol style="list-style-type: none"> i. The concept of African literature ii. The concept and nature of African literature iii. The concept of literature-in-English and English literature <p>Varieties of English:</p> <ol style="list-style-type: none"> i. The concept of language variety ii. The concept of foundation of language variety. iii. The concept of language variety in context. <p>Examples of New Learnings:</p> <p>African Literature:</p> <ol style="list-style-type: none"> i. Student teachers' ability to write their own short stories. ii. Student teachers' ability to differentiate between literature in English and English literature. <p>Varieties of English:</p> <ol style="list-style-type: none"> 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. <p>Examples of Potential Barriers</p> <p>African Literature:</p> <p>You may not know much about African Literature in terms of its contextual features.</p> <p>Suggested Solution:</p> <p>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.</p>	<p>15 mins</p>
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	<p>Varieties of English: <i>You may not have been exposed to the rationale for the language varieties around the world.</i></p> <p>Suggested Solution: <i>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.</i></p> <p>2.2 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>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.</p> <p><i>Examples:</i> <i>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.</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI 	<p>3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities: African Literature: <i>Task student teachers in their mixed ability groups to use available online tools to search online for the meaning and nature of African Literature. This is followed by an oral presentation by student teachers on the basis of their research.</i></p> <p>Varieties of English: <i>Task student teachers to search online for information on the foundation of language variety.</i></p>	

<p>responsiveness and ICT and 21st C skills</p> <ul style="list-style-type: none"> ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</p> <p>3.2 Discuss how GESI responsiveness , ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.</i></p> <p>Examples of 21st century skills: <i>Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in agroup task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <i>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.</i></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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 I literacy (DL) (Ref. p.viii, English</i></p>	
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	<p><i>Language Curriculum for Primary Schools - B4-B6)</i></p> <p>3.3 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples:</p> <p>African Literature: <i>Modeling the teaching of the concept and nature of African literature using available and appropriate ICT tools.</i></p> <p>Varieties of English: <i>Modeling the teaching of situating language variety in context.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>African Literature <i>A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.</i></p>	
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	<p>Varieties of English: <i>Designing, in a form of graphic organiser, the foundation of language variety.</i></p> <p>3.5 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> <i>1. Socrative - quizzes and questions with real-time grading.</i> <i>2. Google Forms - easy to use.</i> <i>3. Mentimeter - pre-built education templates.</i> <i>4. Poll Everywhere - used by 300,000 teachers.</i> <i>5. ddKahoot - game-based assessment tool.</i> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Reflect on what you have learnt in the session and share your ideas with the class.</p> <p>4.2 Receive any critical friend who comes in to sit in your class.</p> <p>4.3 Read lesson 2 to prepare for next week’s PD session.</p>	<p>15 mins</p>

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

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What do PD Session participants (Tutors) will do during each stage of the session?</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	<p>1.1 A tutor to recall one thing he/she learned in the last PD session and identify another tutor to share his/her views. He/she also remembers another tutor to share a similar view, and the activity continues in a chain order).</p> <p>1.2 Listen carefully to and reflect on the observed lesson bringing out the lessons learned</p> <p>1.3 Discuss the primary purpose of the current PD Session and share your views.</p> <p><i>For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the fundamental principles and practices of the B.Ed. Programme.</i></p>	<p>20 mins</p>

<p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>African Literature:</i> <i>The African Literature lesson aims to introduce student teachers to the origin and development of African Literature.</i></p> <p><i>Varieties English:</i> <i>The purpose of the lesson is to help student teachers to examine the historical account of how the English language developed.</i></p> <p>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.</p> <p><i>Examples:</i> <i>African Literature:</i> <i>(LO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12).</i> <i>(LI):</i> <i>Trace the beginnings of African literature</i> <i>Differentiate African literature from other kinds of literature</i></p> <p><i>Varieties of English:</i> <i>(LO): explore the historical and regional varieties of English (NTS3i, p.14).</i> <i>(LI):</i> <i>Give a historical account of how the English language has developed</i> <i>Describe the features of the significant regional varieties of English</i> <i>Differentiate between historical and regional varieties of English (Refer to the learning outcomes and indicators sections of the lessons).</i></p> <p>1.5 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson</p> <p><i>E.g. African Literature: the lesson is designed to introduce student teachers to African literature's origin and development.</i> <i>Varieties of English: helps student teachers develop appropriate English language classroom management skills, including decision-making and problem-solving.</i></p>	
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	<p>1.5 Tell your elbow partner the areas in the lesson you think are likely to create problems during the lesson introduction.</p> <p><i>Examples:</i> <i>African Literature: It is likely that students- teachers may have challenges knowing the origin of African Literature (GESI).</i></p> <p><i>This can be avoided when they are exposed to or told about the origin of African Literature</i></p> <p><i>Varieties of English:</i> <i>Student teachers may likely have challenges understanding what middle English is</i> <i>This can be avoided when they have in-depth knowledge about language contact.</i></p>	
<p>This course supports and assesses the Professional Teaching Portfolio Development or the Action Research Project Report writing. In addition, tutors need to be provided with guidance on what to do, including the organisation of the Post Internship Seminar.</p>	<p>Supporting Professional Teaching Portfolio (PTP)</p> <p>1.6 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.</p> <p><i>Examples of the need for PTP:</i></p> <ul style="list-style-type: none"> <i>i. It details instructors' accomplishments that may assist them in obtaining employment or a higher-level position in the workforce.</i> <i>ii. A teaching portfolio tells a tale about you as a teacher and who you are.</i> <i>iii. It exhibits your abilities and knowledge, as well as evidence of your practical teaching methods.</i> <i>iv. It is a valuable tool for teachers to consider, describe, and document their teaching philosophy, goals, and accomplishments.</i> <p>Guidance to Classroom Enquiry and Action Research Project Report Writing</p> <p>1.7 Brainstorm Year 3 Semester 2 classroom inquiry procedures to identify learners' learning needs and share your thoughts. <i>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)</i></p>	
<p><i>For each session, remember this is the final semester before</i></p>	<p>1.8 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross-Cutting Issues (CCI),</p>	

<p>Students begin teaching; provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</p>	<p>Information and Communication Technology (ICT) and 21st Century skills with your student-teachers as they transition from school to the contextual realities of the world of work as beginning teachers.</p> <p>Examples of GESI responsive issues: <i>Making reasonable adjustments for physically challenged learners</i> <i>Both male and female learners, playing leading roles in a group task, using brailles and other needed SEN resources.</i></p> <p>Examples of CCI: <i>Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.</i></p> <p>Examples of ICT tools <i>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.</i></p> <p>Examples of 21st Century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new knowledge, 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</p> <p>NB The guidance for SL/HoD should set out</p>	<p>2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>African Literature: <i>i. The concept of the origin African Literature</i> <i>ii. The concept and development of African literature</i> <i>iii. The concept of features of African literature</i></p> <p>Varieties of English: <i>i. The concept of old English</i> <i>ii. The concept of middle English.</i> <i>iii. The concept of modern English.</i></p> <p>Examples of New Learnings:</p> <p>African Literature: <i>i. Student teachers' ability to explain the origin of African Literature.</i> <i>ii. Student teachers' ability to differentiate between</i></p>	<p>15 mins</p>

<p>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.</p>	<p><i>the features of African literature English literature.</i></p> <p>Varieties of English:</p> <p><i>i. Student teachers' ability to define and explain the concept of Old English.</i></p> <p><i>ii. Student teachers' ability to identify and explain the word structure of Old English.</i></p> <p><i>iii. Student teachers can see the differences between old English and Middle English through the word structure.</i></p> <p>Examples of Potential Barriers</p> <p>African Literature:</p> <p><i>Student teachers may not know much about African Literature in terms of its origin.</i></p> <p>Suggested Solution:</p> <p><i>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.</i></p> <p>Varieties of English:</p> <p><i>Student teachers may not have been exposed to the rationale for the language varieties around the world.</i></p> <p>Suggested Solution:</p> <p><i>One of the reasons for the existence of language varieties is language contact</i></p> <p>2.2 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i></p> <p><i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.3 Discuss how the suggested teaching strategies in lesson 1 will promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i></p>	
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	<p><i>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</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Reporting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student-teacher learning; subject-specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD 	<p>3.1 Brainstorm the suggested teaching and learning activities in your course manual and share your thoughts</p> <p>Examples Teaching and Learning Activities: African Literature: Task student teachers in their mixed ability groups to use available online tools to search online for the meaning and nature of African Literature. <i>An oral presentation follows this task by student teachers based on their research.</i></p> <p>Varieties of English: <i>Task student teachers to search online for information on the foundation of language variety.</i></p> <p>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</p> <p>3.2 Discuss how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>Note The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st-century skills.</i></p> <p>Examples of 21st-century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc</i></p> <p>Examples of ICT <i>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.</i></p>	<p>40 mins</p>

<p>Themes, for example, action research, questioning and to other external reference material: literature, on the web, YouTube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Examples of linking to the Basic School Curriculum: <i>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)</i></p> <p>3.3 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: African Literature: <i>Modelling the teaching of the concept and development of African literature using available and appropriate ICT tools</i></p> <p>Varieties of English: <i>Modelling the teaching of Middle English comparing it to Modern English.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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.</i></p>	
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	<p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses: African Literature <i>Project work on the origin and development of African Literature</i></p> <p>Varieties of English: <i>A project work on Old, Middle and Modern English bearing in mind the differences and similarities</i></p> <p>3.5 Discuss the use of other assessment instruments aside from what is in your respective manuals.</p> <p><i>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</i></p> <p><i>Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> 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>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	
<p>4. Evaluation and review of session: 1. Tutors should identify critical friends to observe lessons and report at the next session</p>	<p>4.1 Reflect on what you have learnt in the session and share your ideas with the class.</p> <p>4.2 Wholeheartedly receive any critical friend who comes in to sit in your class.</p>	<p>15 mins</p>

2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Read lesson 3 to prepare for next week's PD session.	
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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
<p>Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require</p>	<p>1.1 Reflect and write down the experiences you have gathered from Year 4 Semester 1 Supported Teaching in School (STS) practice in your respective partner schools and indicate how useful they are to you.</p> <p><i>Note: Examine the differences between Year 3 STS experiences and those of Year 4 STS experiences.</i></p> <p><i>Example:</i> <i>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.</i></p>	20 mins

<p>clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 In your mixed pairs, discuss the main purpose of the current PD Session and share your views.</p> <p><i>For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure the effectiveness of African Literature and Varieties of English</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> African Literature : <i>(LO): Explore the various blocs in African literature</i></p> <p><i>(LI):</i> <i>Identify the distinct blocs in African literature.</i></p> <p>Varieties of English: <i>(LO): explore the historical and regional varieties of English (NTS3i, p.14).</i></p> <p><i>(LIs)</i> <i>i. give a historical account of how the English language has developed</i> <i>ii. describe the features of the significant regional varieties of English</i> <i>iii. differentiate between historical and regional varieties of English</i></p> <p>Note: Refer tutors to lesson 3 of the course manual for the learning outcomes and indicators.</p> <p>1.4 Refer to the lesson descriptions of lesson 1 and read and discuss those course descriptions.</p> <p>Examples: African Literature: <i>The lesson is designed to build on student teachers' exploration of the various blocs of African Literature</i></p> <p>Varieties of English: <i>Varieties of English, as a course, is designed to help student teachers explore the factors that lead to regional language varieties.</i></p>	
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	<p>1.5 Discuss the distinctive features of lesson 1 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features:</p> <p>African Literature:</p> <ul style="list-style-type: none"> i. Concept of Anglophone bloc, African literature ii. Nature of Francophone bloc African literature iii. The nature of the Lusophone bloc. <p>Varieties of English:</p> <ul style="list-style-type: none"> i. Native varieties ii. British varieties iii. American varieties in the context <p>Examples of Misconceptions or Challenging Areas</p> <p>African Literature:</p> <p><i>That anglophone literature is the same as English literature.</i></p> <p>Clarification:</p> <p><i>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</i></p> <p>Varieties of English:</p> <p><i>That the rationale behind the varieties of English language is geographical</i></p> <p>Clarification:</p> <p><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)</i></p>	
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<p><i>This course deals with supporting and assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors need to be provided with guidance on what to do, including the organisation of the Post Intern Seminar.</i></p>	<p>Supporting Professional Teaching Portfolio (PTP)</p> <p>1.6 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.</p> <p><i>Examples of the need for PTP:</i></p> <ul style="list-style-type: none"> <i>i. It outlines teachers' accomplishments that may help them gain employment or a higher-level position in the workforce.</i> <i>ii. A teaching portfolio is a story about you and who you are as an educator.</i> <i>iii. It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.</i> <i>iv. It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and achievements.</i> <p>Guidance to Classroom Enquiry and Action Research Project Report Writing</p> <p>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 (<i>Refer to Activities 8.2.3.1 - 8.2.3.4 of Year 3 STS Handbook</i>)</p>	
<p><i>For each session, remember this is the final semester before Students start teaching; provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</i></p>	<p>1.8 Discuss some of the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross-Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills that you can use to remind your students as they transition from school to the contextual realities of the world of work as beginning teachers.</p> <p><i>Examples of GESI responsive activities:</i></p> <p><i>Making reasonable adjustments for physically challenged learners</i></p> <p><i>Both male and female learners playing leading roles in a group task, using brailles and other needed SEN resources</i></p> <p><i>Examples of CCI activities:</i></p>	

	<p><i>Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.</i></p> <p>Examples of ICT Issues <i>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.</i></p> <p>Examples of 21st Century Skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.</p> <p>Examples of New Concepts in the Lesson African Literature: <i>i. The implication of the anglophone bloc. ii. The concept and implication of the Francophone bloc. iii. The idea the implication lusophone</i></p> <p>Varieties of English: <i>i. The concept of native varieties ii. The idea of regional varieties iii. The idea of contact and language change.</i></p> <p>Examples of New Learnings: African Literature: <i>Student teachers' ability to explain the blocs of African literature and their implication to the writer</i></p> <p>Varieties of English: <i>i. Student teachers' ability to define and explain what is meant by a native variety ii. Student teachers' ability to explain regional varieties in terms of monolingual speaking communities.</i></p> <p>Examples of Potential Barriers African Literature:</p>	15 mins

Student teachers may not know what blocs are and their differences

Suggested Solution:

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

Varieties of English:

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

Suggested Solution:

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

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

Examples:

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

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

	<p><i>Examples:</i> <i>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.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student-teacher learning ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, Youtube, physical resources, PowerPoint; how 	<p>3.1 Discuss the various suggested teaching and learning activities used in lesson delivery in our various lesson manuals.</p> <p>Examples Teaching and Learning Activities: African Literature: <i>Tutor discusses with student teachers the concept of Lusophone as a bloc. Tasks student teachers to search online for the features of writing in a Lusophone bloc. Tutor taps student teachers' knowledge from "Our people, our world" to discuss the colonial masters' various policies on colonised people. Tasks student teachers to make a comparison between and among the three blocs of African literature.</i></p> <p>Varieties of English: <i>Discuss with student teachers who the British are and the language that identifies them. Writes words (British English, e.g. occurred, travelled, favour) on the board and tasks student teachers to come out with similar words. Constructs sentences peculiar with British English on the board for discussion.</i></p> <p>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</p> <p>3.2 Discuss how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>Note The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st-century skills.</i></p> <p>Examples of 21st-century skills:</p>	

<p>they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any PowerPoint presentations, TLM or other resources which need to be developed to support learning ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task. The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <i>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.</i></p> <p>Examples of linking to the Basic School Curriculum: <i>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)</i></p> <p>3.3 A tutor to model a selected activity in a teaching situation, and the rest listen.</p> <p>Examples: African Literature: <i>Modelling the teaching of the differences in the two types of Francophone African literature using available and appropriate ICT tool</i></p> <p>Varieties of English: <i>Modelling the teaching of native varieties</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p>	
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	<p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>African Literature <i>Project work on conceptualising the various blocs of African literature</i></p> <p>Varieties of English: <i>Project work on the difference and similarity of English and American literature</i></p> <p>3.5 Discuss how to use other ICT assessment instruments aside from their respective manuals to assess student-teachers.</p> <p><i>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</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism</i></p>	
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	<p><i>detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> 1. <i>Socrative - quizzes and questions with real-time grading.</i> 2. <i>Google Forms - easy to use.</i> 3. <i>Mentimeter - pre-built education templates.</i> 4. <i>Poll Everywhere - used by 300,000 teachers.</i> 5. <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at the next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Reflect on what you have learnt in the session and share your ideas with the class.</p> <p>4.2 Identify a critical friend to observe you in Lesson 3 as you teach a class and provide feedback at the next PD Session.</p> <p>4.3 Read lesson 4 to prepare for next week's PD session.</p>	<p>15 mins</p>

Tutor PD Session

Age Levels: JHS

Name of Subject: English Language

AFRICAN LITERATURE (JHS)

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

VARIETIES OF ENGLISH (JHS)

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

Tutor PD Session 4

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>1.1 A tutor to recall one thing he/she learned 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).</p> <p>1.2 Listen carefully to and reflect on the observed lesson bringing out the lessons learned</p> <p>1.3 Discuss the main purpose of the current PD Session and and share your views.</p> <p><i>For example:</i> <i>African Literature:</i> <i>Purpose of the African Literature lesson is to discuss the implications of various blocs of African Literature to African writers.</i> <i>Varieties English:</i> <i>The purpose of the lesson is to explain the concept of regional varieties and to explore the rationale behind such varieties</i></p>	<p>20 mins</p>

<p>understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>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.</p> <p><i>Examples:</i> <i>African Literature :</i> <i>(LO): Explore the various blocs in African literature (LI):</i> <i>Identify the distinct blocs in African literature</i></p> <p><i>Varieties of English:</i> <i>(LO): explore the historical and regional varieties of English (NTS3i, p.14).</i></p> <p><i>(LI):</i> <i>Give a historical account of how the English language has developed</i> <i>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</i></p> <p>1.5 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson <i>E.g. African Literature: the lesson is designed to discuss the implications of the various blocs of African Literature to African writers.</i></p> <p><i>Varieties of English: The lesson introduces student-teachers to regional varieties and the factors that cause such varieties.</i></p> <p>1.6 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction.</p> <p><i>Examples of distinctive features:</i> <i>African Literature:</i> <i>i. implication of Anglophone bloc African literature</i> <i>ii. implication of Francophone bloc African literature</i> <i>iii. implication of Lusophone bloc</i></p>	
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	<p>Varieties of English: <i>i. New Zealand English</i> <i>ii. South African English</i> <i>iii. Canadian English</i> Varieties of English:</p> <p>Examples of Misconceptions or Challenging Areas African Literature: <i>That African literature is not important.</i></p> <p>Clarification: <i>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</i></p> <p>Varieties of English: <i>That the rationale behind the varieties of English language is basically geographical.</i></p> <p>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)</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or <i>Classroom Enquiry and Action Research</i> Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>Supporting Professional Teaching Portfolio (PTP)</p> <p>1.7 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.</p> <p><i>Examples of the need for PTP:</i> <i>i. It details instructors' accomplishments that may assist them in obtaining employment or a higher-level position in the workforce.</i> <i>ii. A teaching portfolio tells a tale about you as a teacher and who you are.</i> <i>iii. It exhibits your abilities and knowledge, as well as evidence of your effective teaching methods.</i></p>	

	<p><i>iv. It is a useful tool for teachers to consider, describe, and document their teaching philosophy, goals, and accomplishments.</i></p> <p>Guidance to Classroom Enquiry and Action Research Project Report Writing</p> <p>1.8 Brainstorm Year 3 Semester 2 classroom enquiry procedures of identifying learners' learning needs and share your thoughts. <i>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 Semester 2 Handbook)</i></p>	
<p><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.</i></p>	<p>1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills with your student-teachers as they transition from school to the contextual realities of the world of work as beginning teachers.</p> <p><i>Examples of GESI responsive issues:</i> <i>Making reasonable adjustments for physically challenged learners.</i> <i>Both male and female learners playing leading roles in a group task, using brailles and other needed SEN resources.</i></p> <p><i>Examples of CCI:</i> <i>Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.</i></p> <p><i>Examples of ICT tools</i> <i>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.</i></p> <p><i>Examples of 21st Century skill:</i> <i>Communication skills, collaboration, observation and enquiry skills, digital literacy,</i></p>	

	<i>creativity, personal development and global citizenship.</i>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>African Literature:</p> <p>i. <i>The concept of e bloc</i> ii. <i>The concept of the ne bloc.</i> iii. <i>The concept of lusophone bloc</i></p> <p>Varieties of English:</p> <p>i. <i>The concept of native varieties</i> ii. <i>The concept of regional varieties</i> iii. <i>The concept of contact and language change</i></p> <p>Examples of New Learnings:</p> <p>African Literature:</p> <p>i. <i>Student teachers' ability to explain the bloc of African literature</i> ii. <i>Student teachers' ability to differentiate between lusophone and francophone</i></p> <p>Varieties of English:</p> <p>i. <i>Student teachers' ability to define and explain what is meant by native variety</i> ii. <i>Student teachers' ability to explain the role contact plays language variation</i></p> <p>Examples of Potential Barriers</p> <p>African Literature:</p> <p><i>Student teachers may not know what blocs are and their differences</i></p> <p>Suggested Solution:</p> <p><i>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</i></p>	15 mins

	<p><i>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></p> <p>Varieties of English: <i>Student teachers may not have been exposed to the rationale for the language varieties around the world.</i></p> <p>Suggested Solution: <i>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.</i></p> <p>2.2 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>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.</p> <p><i>Examples:</i> <i>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.</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Brainstorm the suggested teaching and learning activities in your course manual and share your thoughts</p>	<p>40 mins</p>

<ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>Examples Teaching and Learning Activities:</p> <p>African Literature: Discusses with student teachers the implication of Anglophone bloc of African Literature to African writers and to the classroom practice <i>Tasks student teachers to search online for the uniqueness of the Anglophone bloc</i> Discusses with student teachers the implication of the Francophone bloc of African Literature to African writers and to the classroom practice <i>Tasks student teachers to search online for the uniqueness of the Francophone bloc</i></p> <p>Varieties of English: <i>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.</i> <i>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.</i></p> <p>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills 3.2 Discuss how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy,</i></p>	
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	<p>creativity, personal development and global citizenship.</p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for 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.</i></p> <p>Examples of ICT <i>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.</i></p> <p>Examples of linking to the Basic School Curriculum: <i>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)</i></p> <p>3.3 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: African Literature: <i>Modeling the teaching of implication of blocs of African Literature using available and appropriate ICT tools.</i></p> <p>Varieties of English: <i>Modeling the teaching of nativisation language resulting in varieties of language.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p>	
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	<p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>African Literature <i>A project work on the of the implication of the blocs of African Literature to the African writer.</i></p> <p>Varieties of English: <i>A project work on regional varieties of English</i></p> <p>3.5 Discuss the use of other ICT tools for assessment aside the instruments in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and</i></p>	
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	<p><i>peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> 1. <i>Socrative - quizzes and questions with real-time grading.</i> 2. <i>Google Forms - easy to use.</i> 3. <i>Mentimeter - pre-built education templates.</i> 4. <i>Poll Everywhere - used by 300,000 teachers.</i> 5. <i>Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i> 	
<p>4. Evaluation and review of session:</p> <ol style="list-style-type: none"> 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Reflect on what you have learnt in the session and share your ideas with the class.</p> <p>4.2 Identify a critical friend to observe you in Lesson 4 as you teach class and provide feedback at the next PD Session.</p> <p>4.3 Read Lesson 5 to prepare for next week's PD session.</p>	15 mins

Tutor PD Session

Age Level: JHS

Year 4

Name of Subject: English Language

Semester 2

Tutor PD Session 5

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>1.1. Give an icebreaker to begin the session.</p> <p>1.2. Tell the group how useful PD session 4 was and how it influenced your teaching over the week.</p> <p>1.3. Critical friend to give a report on the lesson observations to the group.</p> <p>1.3.1. Discuss the outstanding issues and lessons you learnt from the reports with the group.</p> <p>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:</p> <p><i>Example:</i> African Literature: 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.</i></p>	<p>20 mins</p>

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

<p>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.</p>	<p>in their Classroom Enquiry and Action Research Report Writing.</p>	
<p><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.</i></p>	<p>1.8. Remember student teachers are in their transitional semester in the college; suggest some language teaching survival skills or prompts that the department can give them to aid them in teaching language as beginning teachers.</p> <p>Example: <i>Review of scheme of work and lesson plan preparation,</i></p> <p>1.9. Suggest the order in which the prompts should be presented to the students.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2.1. In your course groups, go through the respective lesson manuals and come out with the main contents to be covered in lesson 5, and their distinct parts</p> <p>Examples: Varieties of English <i>Topic: Regional varieties of English: Non native</i> <i>Sub-topic: Non-native varieties</i></p> <p>African Literature: <i>Topic: Major writers in African literature</i> <i>Sub-topic: Major writers of African literature</i></p> <p>2.1.1. Bring out issues, in the content, that need clarification for discussion with the group.</p> <p>2.1.2. Refer to the individual manuals and read the topics and the sub-topics for lesson 5; and evaluate the components that relate to the prior knowledge of student teachers.</p> <p>Examples: Varieties of English: <i>Topic: Regional varieties of English: Non-native</i> <i>A sub-topic: African varieties of English</i></p>	<p>15 mins</p>

	<p><i>Prior knowledge: Student teachers have already been introduced to the language varieties in native speakers of the English language.</i></p> <p><i>African Literature</i> <i>Topic: Major writers in African literature</i> <i>A sub-topic: Major writers of African literature</i> <i>Prior knowledge: Student teachers have been introduced to the implications of the various blocs of African Literature.</i></p> <p>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</p> <p><i>Examples:</i> <i>Varieties of English:</i> <i>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.</i></p> <p><i>African Literature</i> <i>Challenge: It is likely Student teachers may confuse issues in world literature with that of African Literature.</i></p> <p>2.4. Discuss possible ways of dealing with the challenges.</p> <p><i>Example:</i> <i>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.</i></p> <p>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.</p> <p><i>Examples of strategies include:</i> <i>Group work, think-pair-share, school visits, discussions, cconcept mapping, individual work</i></p>	
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	<i>and presentation, teacher modelling, brainstorming and questioning</i>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration 	<p>3.1. Read the section on suggested teaching and learning activities in the manuals and identify activities suggested for the delivery of lesson 5.</p> <p><i>Examples: of suggested teaching and learning activities</i></p> <p>Varieties of English: <i>Activities: Tutor tasks student teachers to search online for African and Asian varieties of English.</i></p> <p>African Literature <i>Activities Tutor assigns students teachers individually to go to the library/online and write the titles of work in the literature section and names of their authors.</i></p> <p>3.1.1. In your course groups, identify areas of the activities that need clarification.</p> <p>3.2. Discuss the appropriateness of the activities and strategies suggested for the delivery of lesson 5 in both the College of Education (B.Ed) and the Basic School Curricula and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI issues, (<i>such as making reasonable adjustments to make the classroom convenient for all manner of learners irrespective of their socio-cultural status</i>).</p> <p>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 manual for lesson 5.</p> <p>Example: Varieties of English <i>Topic: Regional varieties of English Sub-topic: ‘Asian varieties of English’,</i></p>	40 mins

<p>needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>LO: Explore the historical and regional varieties of English (NTS3i, p.14).</i></p> <p><i>LI: Students will be able to give a historical account of how the English language has developed.</i></p> <p><i>Activity: Tutor discusses non-native language varieties of English with student teachers.</i></p> <p>3.4 Select one activity and model it in a teaching situation.</p> <p><i>Examples:</i> Varieties of English: African varieties of English <i>can be modelled.</i></p> <p>African Literature: 'Major writers of African literature' <i>can be modelled.</i></p> <p>3.5. Identify the 21st century skills that can be developed or applied in the lesson and how you can help student teachers to support basic school learners to develop these skills in beginning teacher activities.</p> <p>3.6. Read the assessment activities in the two manuals and identify areas that require clarification</p> <p>3.7. Identify areas that student teachers could research into for group presentation and class exercises.</p> <p>Example: <i>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.</i></p> <p><i>(This is activity could be developed into classroom enquiry action research or may be graded as part of the Subject Project).</i></p>	
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	<p>3.8. Identify the needed inclusive resources for teaching and learning of the concepts in both CoE and basic school classrooms.</p> <p>Example: <i>Games, audio-visuals from YouTube in relation to teaching of the topics in lesson 5.</i></p> <p>Note: <i>Some useful Education Technology Resources for teaching and learning include:</i> https://the-teacher-next-door.com/teaching-themes-in-literature/ Games for teaching identification of themes https://video.search.yahoo.com/search/video; ylt=AwrEwhFPi3ph3hoA6wpXNyoA; ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=videos+for+teaching+kids+about+themes+in+literature&fr2=piv-web&fr=yfp-t-s#id=3&vid=b35c09d41083ba111ecf90b19d8f7cc0&action=view <i>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</i></p>	
<p>4. Evaluation and review of session:</p> <ol style="list-style-type: none"> 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Using ‘Tell your neighbour’, reflect on and whisper one main thing you have learnt in the session to another tutor closer to you.</p> <p>4.1.1 Identify outstanding issues relating to the lesson/s for clarification.</p> <p>4.2. Identify critical friends who took part in the PD session to sit in your class during lesson and report on his/her observations at next PD session.</p> <p>4.3. Remember to read lesson 6 to prepare for next week’s PD session.</p>	<p>15 mins</p>

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
<p>1 Introduction to the session</p> <ul style="list-style-type: none">➤ Review prior learning➤ A critical friend to share findings for a short discussion and lessons learned➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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.</p>	<p>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.</p> <p>1.2. Give report on the lesson observations to the group.</p> <p>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.</p> <p><i>For example</i> Varieties of English LO: <i>Develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).</i></p> <p>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.</i></p>	20 mins

<p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>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</p> <p>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.</p> <p>Example: Varieties of English: <i>Topic:</i> Variety according to Style (formal/informal English)</p> <p><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.</p> <p><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.</p> <p>African Literature:</p> <p><i>Topic:</i> Common themes in African literature <i>Lesson Description:</i> This lesson discusses the common themes in African Literature</p> <p><i>Purpose:</i> The purpose of this lesson is to discuss the common themes in African Literature with student teachers.</p> <p>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.</p> <p>1.5. Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson.</p>	
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	<p>Example: African Literature <i>What do post- colonial writers do in their writings?</i></p> <p>Varieties of English <i>What is the difference between jargons and slangs in English language?</i> 1.6. Remember to plan for your teaching as you go through the PD session.</p>	
<p>As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.7. Refer to the STS Handbook page 114 to make a list of items (at least 3) that you will remind student teachers to add to their Professional Teaching Portfolio (During the delivery of your lesson).</p> <p>Example <i>Artefacts such as Trophies, Certificates, Pictures of events, etc.</i></p> <p>1.7.1. Refer to STS Handbook page 91-97, read and suggest how student teachers can be supported to analyse data for Classroom Enquiry Action Research report</p> <p>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.</p>	
<p>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.</p>	<p>1.8. Brainstorm and come out with activities that can be carried out in the lesson to review preparation of scheme of work and lesson notes with the student teachers.</p> <p>1.8.1. Discuss how student teachers could be helped to acquire the skills for integrating ICT, CCI and GESI issues in the delivery of the basic school curriculum.</p> <p>Example <i>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).</i></p>	

<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>➤ 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</p> <p>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.</p>	<p>2.1. In your course groups, go through the lesson manuals and come out with the main contents to be covered in lesson 6 and their distinct parts (topics and their sub-topics).</p> <p>Examples: Varieties of English Topic: Variety according to Style (formal/informal English) A sub-topic: Formal English</p> <p>African Literature: Topic: Common themes in African literature A sub-topic: Identification of common themes in African literature</p> <p>2.1.1. Bring out issues, you find in the content, that need clarification for discussion with the group.</p> <p>Example Varieties of English ‘Colloquial, jargons and slangs’ (sub-topic) might need clarification</p> <p>African Literature ‘Textual analysis for common themes’ sub-topic) might need clarification.</p> <p>2.1.2. Refer to your course manuals and read the topics and the sub-topics for lesson 6 and evaluate the components that relate to the prior knowledge of student teachers. (Share your findings with the whole group.)</p> <p>Examples: Varieties of English: Topic: Variety according to Style (formal/informal English) A sub-topic: Formal English Prior knowledge: Student teachers have already been introduced to native and non-native types of varieties and varieties in some specific countries have been looked at.</p>	<p>15 mins</p>
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	<p>African Literature <i>Topic: Common themes in African literature</i> <i>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.</i></p> <p>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</p> <p>Examples: Varieties of English: <i>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></p> <p>African Literature <i>Challenge: It is likely student teachers have a limited background in literature and may confuse issues in world literature with that of African Literature.</i></p> <p>2.4. In your course groups, brainstorm possible ways of dealing with the challenges stated in 2.3.</p> <p>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.</p> <p>Examples of strategies include: <i>Group work, think-pair-share, school visits, discussions, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s ➤ Reading and discussion of the teaching and learning activities</p>	<p>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.</p>	<p>40 mins</p>

<ul style="list-style-type: none"> ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>Examples:</p> <p>Varieties of English: <i>Activities: Tutor</i> 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, table on the basis of their understanding.</p> <p>African Literature: <i>Activities: Tutor</i> puts student teachers in groups and tasks them to discuss and identify themes discussed in the selected texts and present them before the class.</p> <p>3.1.1. In your course groups, identify areas of the activities that need clarification.</p> <p>3.2. Discuss the appropriateness of the activities and strategies suggested for the delivery of lesson 6 in both the College of Education (B.Ed.) and the Basic School Curricula.</p> <p>3.2.1. In your course groups, pick an activity from the lead, and demonstrate how it can be used to enhance the core and transferable skills (such as critical thinking, communication, collaboration, digital literacy) and GESI issues.</p> <p>Example <i>Tutor</i> tasking student teachers to separate given sentences into colloquial, jargons and slangs (Varieties of English) and putting student teachers in groups and tasking them to discuss and identify themes discussed in the selected texts and present them before the class (African Literature), will develop critical thinking, collaboration, personal development and leadership; while making reasonable adjustments to make the classroom convenient for all manner of learners irrespective of their socio-cultural status will address GESI issues.</p> <p>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.</p>	
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	<p>Example: Varieties of English <i>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.</i> <i>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.</i></p> <p>3.4. Identify the 21st century skills that can be developed or applied in the lesson and how you can help student teachers to support basic school learners to develop these skills in the basic school classroom.</p> <p>Example: 1. <i>The use of YouTube to watch videos based on some African literature will develop digital literacy.</i> 2. <i>Development of collaborative and communicative skills through group works and presentations, etc.</i></p> <p>3.6. Refer to the assessment section of your manuals to read and identify the assessment opportunities in the lesson.</p> <p>3.7. Identify tasks that student teachers could research into for group presentation and class exercises.</p> <p>Example: African Writers <i>Student teachers can work in groups to read and identify the themes in selected African Writers' works.</i> <i>(This exercise may be graded as part of students' Subject Portfolio and could later form part of the Professional Portfolio during beginning teaching)</i></p>	
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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.

Note:

Some useful Education Technology Resources for teaching and learning include:

<https://teachingmadepractical.com/teaching-theme-games/>

<https://the-teacher-next-door.com/teaching-themes-in-literature/>

Games for teaching identification of themes

<https://video.search.yahoo.com/search/video; ylt=AwrEwhFPi3ph3hoA6wpXNyoA; ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMec2VjA3BpdnM-?p=videos+for+teaching+kids+about+themes+in+literature&fr2=piv-web&fr=yfp-t-s#id=3&vid=b35c09d41083ba111ecf90b19d8f7cc0&action=view>

videos for teaching how to identify themes

<https://study.com/academy/lesson/comparing-contrasting-varieties-of-english-lesson-for-kids.html>

videos on comparing and contrasting varieties of English

[Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism](#)

	<u>checking softwares, Tools for checking grammar errors online</u>	
<p>4. Evaluation and review of session:</p> <p>1. Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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.</p> <p>4.1.1. Identify outstanding issues relating to the lesson/s for clarification.</p> <p>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.</p> <p>4.3. Read lesson 7 of the PD manual and your course manual to prepare for next week's PD session.</p>	15 mins

Age Levels/s: JHS Specialism
Year 4

English Language: English Language
Semester 2

VARIETIES OF ENGLISH

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

AFRICAN LITERATURE

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

Tutor PD Session 7

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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.</p> <p>NB SL/HoD should ask tutors to plan for their</p>	<p>1.1 Listen, respond and participate to the icebreaker, and volunteer one if necessary.</p> <p>1.2 Provide answers to the questions to recap some of the main issues discussed in the previous PD session.</p> <p>1.3 Discuss in your gender groups the main purpose of the current PD session and share your views with the larger group.</p> <p>1.4 In mixed gender pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group.</p> <p>1.5 Identify the lesson descriptions in the manuals of Lesson 7 and the distinctive features of the lesson.</p>	<p>20 mins</p>

<p>teaching as they go through the PD session</p>	<p>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.</p>	
<p><i>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.</i></p>	<p>1.7 Discuss artefacts that can be included in the Professional Teaching Portfolio.</p>	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</i></p>	<p>Remind student teachers to be mindful of GESI, CCI, ICT etc. issues.</p> <p>Example of GESI issues to note: <i>Note leaner diverse backgrounds.</i></p> <p>Example of ICT issues <i>Check availability of ICT tools in the school and how to make good use of them.</i></p> <p>Example of CCI Identify likely problem for action research. E.g. <i>Problems associated with leaners inability to read.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 	<p>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. <i>(Refer to the lesson description in the course manuals</i></p> <p>2.1.1 Through <i>the think-pair-share</i>, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and sub-topics in the respective course manuals).</i></p>	<p>15 mins</p>

<p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.</p> <p>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.</p> <p>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.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning 	<p>3.1 Discuss the various teaching and learning activities to be used in the lesson delivery and how they will promote the content delivery of the B. Ed and Basic School Curricula. E.g., group work, think-pair-share, independent study, brainstorming (<i>refer to the teaching and learning activities section of your course manual</i>)</p> <p>For example: Varieties of English: <i>teaching and learning activity is to discuss with student teachers to identify variety according to style using question and answer technique and link it up with the current lesson on standard and non-standard variety of the English language.</i></p> <p>African Literature: <i>teaching and learning activity is to discuss with student teachers to identify some African literary writings that they have read. Tutor refers them to the texts they used in the SHS</i></p> <p>3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. (<i>Refer to the teaching and learning activities sections of the course manuals</i>)</p> <p>3.3 Deliberate on the appropriateness of the activities and strategies (strategies (<i>Use</i></p>	

<p>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</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning</i>) 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.</p> <p>3.4 Model a selected activity in a teaching situation.</p> <p>For example: <i>In Varieties of English, model the teaching of the meaning of Standard English and explain why Standard English is considered as a variety.</i></p> <p>For example: <i>In African Literature, model the teaching of genre of African literature</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>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. <i>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p>	
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	For example: <i>presentation, projects, debate, quizzes, assignments, and tests.</i>	
Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 8 to prepare for next week's PD session	15 mins

Tutor PD Session

Age Level: JHS Specialism

Name of Subject: English Language:

Year 4

Semester 2

LESSON TITLE:

VARIETIES OF ENGLISH

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

AFRICAN LITERATURE

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

Tutor PD Session 8

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
Introduction to the session <ul style="list-style-type: none">➤ Review prior learning➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators➤ Overview of content and identification of any	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Write down the main ideas raised in the previous PD session individually and share with the larger group. 1.2.1 Provide answers to the questions to recap some of the main ideas discussed in the previous PD session. 1.3 Tutors discuss with student-teachers' prior knowledge that will facilitate the success of the delivery of the current lessons. (<i>Refer tutors to the RPK section of the course manual RPK</i>).	20 mins

<p>distinctive aspects of the lesson/s,</p> <p>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. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.4 Discuss in your gender groups the main purpose of the current PD sessions. And the current lesson.</p> <p>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.</p> <p>1.6 Identify the lesson descriptions in the manuals of lesson 8 and the distinctive features of the lesson.</p> <p>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.</p>	
<p><i>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.</i></p>	<p>1.8 Discuss the contents of the Professional Teaching Portfolio, its arrangement and filing. Refer to the STS Handbook IV pages 65-66. Table: 7.2.7.2</p>	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</i></p>	<p>1.9 Remind student teachers to be mindful of GESI, CCI, ICT etc issues as they finally go out to teach.</p> <p>Example of GESI issues to note: <i>Assigning leadership roles equally, putting learners in mixed ability groupings</i></p> <p>Example of ICT issues <i>Check availability of ICT tools in the school and how to make good use of them. Make use of audio-visual games.</i></p> <p>Example of CCI</p>	

	<p>Identify likely problems in the classroom for action research.</p> <p><i>Problems associated with varieties of English Language usage (Ghanaian English, British English, American English) according to social class and age.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify key elements of the lesson description in the course manuals and address issues that may arise through the use of ‘<i>tell an elbow friend</i>’ strategy. (<i>Refer to the lesson description in the course manuals</i>)</p> <p style="padding-left: 40px;">2.1.1 Through <i>the think-pair-share</i>, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. (<i>Refer to the section on topics and sub-topics in the respective course manuals</i>).</p> <p>2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.</p> <p style="padding-left: 40px;">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.</p> <p>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.</p>	15 mins
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for 	<p>3.1 Discuss the various teaching and learning activities to be used in the lesson delivery and how they will promote the content delivery of the B. Ed Programme and the Basic School Curricula. E.g., group work, think-pair-share, independent study, and brainstorming (<i>refer to the teaching and learning activities section of your course manual</i>)</p> <p>For example: <i>Varieties of English: teaching and learning activity is to brainstorm with student teachers on the meaning of social class, discuss the language that identifies people in certain social classes and tasks student teachers to search online for kind of</i></p>	

<p>making <i>explicit</i> links to the Basic School Curriculum</p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be 	<p><i>English language used by certain groups of people in the society.</i></p> <p><i>African Literature: teaching and learning activity is to discuss with student teachers what prose is and the types of prose in African literature, discuss the major writer and the common themes in their works and brainstorm with student teachers on characterization and style in prose.</i></p> <p>3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. <i>(Refer to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Deliberate on the appropriateness of the activities and strategies (strategies <i>(Use of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning)</i>) 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.</p> <p>3.4 Model a selected activity in a teaching situation.</p> <p>For example: For example: <i>In Varieties of English, model the teaching of varieties according to social class.</i> For example: <i>In African Literature, model the teaching of the meaning of prose, major writers and characterisation.</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>3.6 Examine the modes of assessment outlined in the various manuals and find out how they are</p>	
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<p>developed to support learning</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>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.</p> <p>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. For example: <i>presentation, projects, debate, quizzes, assignments, and tests.</i></p>	
<p>Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 9 to prepare for next week's PD session</p>	<p>15 mins</p>

Age Levels/s: JHS Specialism
Year 4

Name of Subject: English Language:
Semester 2

LESSON TITLE:

VARIETIES OF ENGLISH

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

AFRICAN LITERATURE

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

Tutor PD Session 9

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, ➤ NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require 	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Write down the main ideas raised in the previous PD session individually and share with the larger group.</p> <p style="padding-left: 40px;">1.2.1 Provide answers to the questions to recap some of the main ideas discussed in the previous PD session.</p> <p>1.3 Discuss with student-teachers their prior knowledge that will facilitate the success of the delivery of the current lessons. (<i>Refer tutors to the RPK section of the course manual RPK</i>).</p> <p>1.4 Discuss in your gender groups the main purpose of the current lesson.</p>	<p>20 mins</p>

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

	<p>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. <i>(Refer to the lesson description in the course manuals</i></p> <p>2.1.1 Think-pair-share, the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and sub-topics in the respective course manuals).</i></p> <p>2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.</p> <p>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.</p> <p>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.</p>	15 mins
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the 	<p>3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B. Ed and Basic School Curricula. E.g., group work, think-pair-share, independent study, brainstorming <i>(refer to the teaching and learning activities section of your course manual)</i></p> <p>For example: Varieties of English: <i>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.</i></p> <p>African Literature: <i>teaching and learning activity is to discuss with student teachers the major writers and the common themes in their works, as well as the characterization and the style and interpretations of their texts.</i></p>	

<p>lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <p>➤ Resources:</p> <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>3.2 Give subject project that will be in line with the topic and its assessment should fall within the NTEP assessment policy.</p> <p>Example: <i>Identify a problem with the usage of American and British English. Collect data on both usages and draw a clear-cut line of the usages of both languages.</i></p> <p>3.3 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. <i>(Refer to the teaching and learning activities sections of the course manuals)</i></p> <p>3.4 Deliberate on the appropriateness of the activities and strategies (strategies <i>(Use of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning)</i> 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.</p> <p>3.5 Model a selected activity in a teaching situation.</p> <p>For example: <i>In Varieties of English, model the teaching of varieties according to Gender</i></p> <p>For example: <i>In African Literature, model the teaching of meaning of prose, major writers and characterisation.</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>3.6 Examine the modes of assessment outlined in the various manuals and find out how they are</p>	
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	<p>aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from extended teaching (STS) and end of semester examination.</p> <p>For example: <i>Identify and discuss some areas for your subject projects and Classroom Enquiry and Action Research.</i></p> <p>3.6.1 Explain the structure of the subject project in terms of the substantive sections: introduction, methodology, findings and conclusions.</p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. For example: <i>presentation, projects, debate, quizzes, assignments and tests.</i></p>	
<p>Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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.</p> <p>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.</p> <p>4.3 Remember to read lesson 10 to prepare for next week's PD session</p>	15 mins

Tutor PD Session

Age Levels/s: JHS Specialism

Name of Subject: English Language:

Year 4

Semester 2

Lesson titles:

African Literature: The short story

Varieties of English: Varieties of English according to function

Tutor PD Session 10

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time i session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>1.1 Attend to the SL's call to the start of session and provide the appropriate reaction to the icebreaker.</p> <p>1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed.</p> <p>1.3 Think, pair and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p><i>Prior Knowledge:</i> African Literature: Student teachers have been introduced to different African literature writings in the previous lesson.</p> <p>Varieties of English: Student teachers have already been introduced varieties according to gender and profession.</p>	<p>20 mins</p>

<p>understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p><i>Notes:</i> <i>Lesson description</i> African Literature: This lesson introduces student teachers to the structure and outline of local stories and guides them to write their own stories.</p> <p>Varieties of English: The lesson introduces student-teachers to the appreciation of the implication of the different varieties of English.</p> <p><i>LOs and LIs:</i> African Literature: Demonstrate knowledge of the short story in African literature.</p> <ol style="list-style-type: none"> i. Able to re-tell stories from their localities ii. Use the outline of the short story to write their own stories <p>Varieties of English: Appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).</p> <p>Identify and provide support for pupils who speak non-standard varieties of English in the classroom.</p> <p>1.5 Discuss your perception of the distinctive scope of this lesson with the whole group</p>	
<p>As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.1 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP).</p> <p>1.2 Discuss the need for teachers to build a PTP.</p> <p>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.,</p>	

	<p>teaching philosophy, CV, certificates, awards, prizes, citations, lesson plans, records of student performances, etc).</p> <p>1.4 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.</p> <p>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).</p> <p>1.5 Discuss how to support student-teachers write the various sections/chapters of a CEAR report:</p> <p>Introduction Literature review Methodology Presentation and discussion of data (<i>involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages</i>) Conclusion</p>	
<p><i>For each session, remember this is the final semester before Students begin teaching so provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.6 Discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact the execution of your tasks.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 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. 	

	<p>iii. For most student-teachers, it is the last year in which they will ever sit in class to be taught by others.</p> <p>1.7 Discuss the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> i. The need for improvisation ii. Practical and survival skills iii. Community entry, relations and engagement skills iv. Continuous professional development v. Integration of lessons, knowledge and skills <p>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</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson,</p>	<p>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.</p> <p>2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.</p>	<p>15 mins</p>

<p>which need to be explored with the SL/HoD</p> <p>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.</p>	<p>Examples of barriers:</p> <p>African Literature: Student teachers may confuse other literature writings with African Literature writings.</p> <p>Varieties of English: Student teachers might not have been previewed to the function of varieties of English.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>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.</p> <p>3.3 In a group discussion, explore the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>3.5 Suggest the various ways in which they will make the lesson GESI responsive.</p> <p>Notes:</p> <p><i>African Literature – short story:</i></p> <ol style="list-style-type: none"> i. Select a YouTube video that shows males, females and persons living with disability performing a speech task. ii. Form mixed ability and gender groups for group activities. iii. Give a minority the opportunity to play a leading role in group activities. <p><i>Varieties of English – Varieties of English according to function:</i></p>	<p>40 mins</p>

<p>resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<ol style="list-style-type: none"> i. Select a YouTube video that shows males, females and persons living with disability performing speech task. ii. Form mixed ability and gender groups for group activities. iii. Give a minority the opportunity to play a leading role in group activities. <p>3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of their lessons will develop the core competences and share with the larger group.</p> <p>Notes: African Literature: <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy).</p> <p>Varieties of English: <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy).</p> <p>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).</p> <p>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>).</p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p>	<p>15 mins</p>

<p>2. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>3. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.</p>	
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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

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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.</p>	<p>1.1 Listen and respond to an icebreaker.</p> <p>1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed.</p> <p>1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p><i>Notes</i></p> <p><i>Prior knowledge:</i></p> <p>African Literature: Student teachers have studied themes and issues in African Literature and are trying to write their own stories and poems.</p> <p>Varieties of English: Student teachers have already been introduced to the function and implication</p>	<p>20 mins</p>

<p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>of varieties of English as native and as additional languages and their classroom practices.</p> <p><i>Lesson description</i></p> <p>African Literature: This lesson discusses some issues in African Literature and guides the discussion on possible means of resolving them.</p> <p>Varieties of English: The lesson introduces student teachers to functions of varieties English and their implications to the classroom teaching and learning.</p> <p><i>LOs and LIs</i></p> <p>African Literature: Use ICT in learning about the issues confronting African literature and how these issues can be resolved (NTS3j, 14).</p> <ol style="list-style-type: none"> i. Use internet to search for material on issues confronting African literature. ii. Suggest possible ways issues in 5.1 could be resolved. <p>Varieties of English: Appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).</p> <ol style="list-style-type: none"> i. Identify and provide support for pupils who speak non-standard varieties of English in the classroom. <p>1.5 Discuss your appreciation of the distinctive features or scope of this lesson with the whole group.</p> <p><i>Notes:</i></p> <p>African Literature: This lesson focuses on treating the challenges facing African Literature (e.g. language, publishing companies, categorisation, female writers, foreign</p>	
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	<p>language, etc), and the solutions to these challenges.</p> <p>Varieties of English: This lesson focuses on exploring the diverse situations of use of English language as a second language, foreign language and international language (lingua franca), and how it functions in each context.</p>	
<p>As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing, tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.1 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP).</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> i. PTP is a set of the teacher’s own works, artefacts, and documents, whereas SP is a set of the learner’s works gathered by the teacher. ii. PTP is not used for continuous assessment of teacher, but SP is used for continuous assessment of learner. <p>1.2 Discuss the need for teachers to build a PTP.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> 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 <p>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).</p>	

	<p>1.4 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.</p> <p>Notes:</p> <ol style="list-style-type: none"> 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). <p>1.5 Discuss how to support student-teachers write the various sections/chapters of a CEAR report:</p> <ol style="list-style-type: none"> i. Introduction ii. Literature review iii. Methodology iv. Presentation and discussion of data (<i>involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages</i>) v. Conclusion 	
<p><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.</i></p>	<p>1.6 Discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact the execution of your tasks.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 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. 	

	<p>iii. For most student-teachers, it is the last year in which they will ever sit in class to be taught by others.</p> <p>1.7 Discuss the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.</p> <p>Suggested answers:</p> <p>i. They should be prepared because the world of work requires specific or specialised skills.</p> <p>ii. The skills they require to function are expected to be acquired from their training.</p> <p>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.</p> <p>Suggested answers:</p> <p>i. The need for improvisation</p> <p>ii. Practical and survival skills</p> <p>iii. Community entry, relations and engagement skills</p> <p>iv. Continuous professional development</p> <p>v. Integration of lessons, knowledge and skills</p> <p>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</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson,</p>	<p>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.</p> <p><i>Notes:</i> <i>African Literature – Issues in African Literature and how to resolve them:</i></p> <p>i. Challenges facing the progress of African literature; solutions to the challenges facing African literature.</p>	<p>15 mins</p>

<p>which need to be explored with the SL/HoD</p> <p>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.</p>	<p>Varieties of English – Varieties according to function II:</p> <p>i. How English functions when used as second language, foreign language, and international language.</p> <p>2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.</p> <p>African Literature: Student teachers may not see issues in African Literature as a representation of the contemporary African society.</p> <p>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.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <p>a. Reading and discussion of the teaching and learning activities</p> <p>b. Noting, addressing, and explaining areas where tutors may require clarification</p> <p>c. Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</p> <p>d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>Examples: African Literature – Issues in African literature and how to resolve them: i. Ask tutors to search for YouTube videos of conversations on the problems of</p>	<p>40 mins</p>

<p>continuous assessment to support student teacher learning , subject specific examples should be provided for SL/HoD</p> <p>f. Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>g. Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>African literature among young writers, female writers and established writers.</p> <p>ii. Show a video of one of such discussions.</p> <p><i>Varieties of English – Varieties according to function:</i></p> <p>i. Show or play a YouTube video of a folktale performance.</p> <p>ii. Ask student teachers to search for other YouTube videos.</p> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><i>Examples:</i></p> <p><i>African Literature – Issues in African literature and how to resolve them:</i></p> <p>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.</p> <p><i>Varieties of English – Varieties according to function:</i></p> <p>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.</p> <p>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.</p>	
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	<p><i>Examples:</i> African Literature – Issues in African Literature and how to resolve them: <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 – Varieties according to function: <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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)</p> <p>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>).</p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
<p>4. Evaluation and review of session:</p> <p>1. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>i. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.</p>	<p>15 mins</p>

Tutor PD Session		
Age Level: JHS	Name of Subject: English language	
Year 4	Semester 2	
Lesson titles: Varieties of English: Summary of lessons on Varieties of English Tutor PD Session 12		
Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 Listen and respond appropriately to an icebreaker.</p> <p>1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed.</p> <p>1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p><i>Notes</i> <i>Prior knowledge</i> Varieties of English: Student teachers have already been taught the concept of varieties of English, its native and non-native conceptions and its implication for the classroom situation.</p> <p>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p>	20 mins

	<p><i>Notes</i></p> <p><i>Lesson description</i></p> <p>Varieties of English: The lesson introduces student-teachers to the summary of all the lessons taught so far.</p> <p><i>LOs and LIs</i></p> <p>Varieties of English: All the learning outcomes from one to four.</p> <p>i. All the learning indicators from one to four.</p> <p>1.5 Discuss your appreciation of the distinctive scope of this lesson with the whole group.</p> <p>Notes:</p> <p>Varieties of English:</p> <p>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.</p>	
<p>If this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing, tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.1 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP).</p> <p>Suggested answers:</p> <p>i. PTP is a set of the teacher’s own works, artefacts and documents, whereas SP is a set of the learner’s works gathered by the teacher.</p> <p>ii. PTP is not used for continuous assessment of teacher, but SP is used for continuous assessment of learner.</p> <p>1.2 Discuss the need for teachers to build a PTP.</p> <p>Suggested answers:</p> <p>i. It helps the teacher identify his professional traits, keep track of his</p>	

	<p>evolution and communicate his uniqueness, thereby equipping him with a good understanding of his personality, weaknesses and strengths.</p> <p>ii. serves as a record of the teacher's achievements and evolution.</p> <p>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).</p> <p>1.4 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.</p> <p>Notes:</p> <p>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.</p> <p>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).</p> <p>1.5 Discuss how to support student-teachers write the various sections/chapters of a CEAR report:</p> <p>i. Introduction</p> <p>ii. Literature review</p>	
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	<ul style="list-style-type: none"> iii. Methodology iv. Presentation and discussion of data (<i>involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages</i>) v. Conclusion 	
<p><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.</i></p>	<p>1.6 Discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact the execution of your tasks.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> 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. <p>1.7 Discuss the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> i. The need for improvisation ii. Practical and survival skills 	

	<ul style="list-style-type: none"> iii. Community entry, relations and engagement skills iv. Continuous professional development v. Integration of lessons, knowledge, and skills <p>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.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>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.</p> <p><i>Notes:</i> Varieties of English – Summary of lessons on varieties of English:</p> <ul style="list-style-type: none"> 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. <p>2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.</p> <p>Varieties of English: Student teachers may not have grasped the essential information of all the lessons taught so far.</p>	15 mins
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> a. Reading and discussion of the teaching and learning activities b. Noting, addressing, and explaining areas where tutors may require clarification c. Noting opportunities for making <i>explicit links</i> to 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p>	40 mins

<p>the Basic School Curriculum</p> <p>d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>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</p> <p>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</p> <p>g. Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>Examples: <i>Varieties of English – Summary of lessons on varieties of English:</i></p> <p>i. Make a PowerPoint presentation on a summary of the main concepts treated in the course.</p> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p>Examples: <i>Varieties of English – Summary of lessons on varieties of English:</i></p> <p>i. Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</p> <p>3.6 In mixed pairs (male-female, able-disabled), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.</p> <p><i>Examples:</i> Varieties of English – Summary of lessons on varieties of English: <i>Group work:</i> (communication and collaboration, critical thinking and</p>	
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	<p>problem solving, cultural identity and global citizenship) <i>YouTube video: (digital literacy).</i></p> <p>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).</p> <p>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>).</p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).</p>	
<p>4. Evaluation and review of session:</p> <p>1. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>i. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.</p>	<p>15 mins</p>

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

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<p>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</p>	<p>The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.</p>
CONSTITUENTS	<p>Introduction: a clear statement of aim and purpose</p> <p>Methodology: what the student teacher has done and why to achieve the aim and purpose of the project</p> <p>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.</p> <p>Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p>Either 3 items of work produced during the semester or 2 items of work and a mid-semester assessment</p> <p>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</p> <p>The mid-semester assessment: case study, reflective note, quiz etc.</p>
WEIGHT	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> · Introduction – 10 	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of portfolio out of 100</p> <ul style="list-style-type: none"> · Each item of work - 30

	<ul style="list-style-type: none"> • Methodology – 20 • Substantive section – 40 • Conclusion – 30 	<ul style="list-style-type: none"> • Mid semester assessment - 30 - if applicable • Presentation and organisation of portfolio - 10
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 st 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

Name of Subject: Ghanaian language

Year 4

Semester 2

Tutor PD Session 1

Lesson titles:

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1a Introduction to the semester – in session one</p> <ul style="list-style-type: none"> ➤ 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 	<p>1.10 Participate in an icebreaker activity for the start of the session by answering the question.</p> <p>1.2 Discuss in pairs and share findings with the group on how the last four semesters PD sessions assisted them to deliver their contents and implement the NTEAP (especially the two components of continuous assessment: subject project and subject portfolio)</p> <p>1.3 Discuss the main focus and purpose of the course <i>The purpose of the course</i></p> <p>GLE 412 Translation-</p>	<p>20 mins</p>

<p>➤ Overview of course learning outcomes</p> <p>➤ Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components Appendix NB in subjects where there are no assessment components in the course manuals examples will need to be provided by the SWL for the SL/HoD</p>	<p><i>train student teachers to possess the various techniques and theories of translation to help student teachers teach translation effectively at the Early Grade, Upper Primary and JHS levels improve children’s skills in translation</i></p> <p>GLE 414 Creative Writing <i>Train student teachers the skills in in writing creative works in prose, drama and poetry and to assist students/learners to do creative writing.</i></p> <p>1.4 Answer and ask questions to identify the age levels to be covered in the PD Session and group into age levels. <i>E.g. What are the age levels covered in this PD Session?</i></p> <p>- Suggested Answer: GLE 412 <i>The levels are Early Grade, Upper Primary and JHS.</i> GLE 414 <i>The age level is JHS</i></p> <p><i>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.</i></p> <p>1.5 Form groups according to your specialism and discuss the main elements of the course description of your manual. <i>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.</i></p> <p>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.</p>	
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<p>1b Introduction to the session/Lesson</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive 	<p>Examples are:</p> <p><i>Component 1 (Subject Portfolio Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation of the subject portfolio</i></p> <p><i>Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (Refer to assessment section of the course manual for details).</i></p> <p>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 them in their teaching as beginning teachers.</p> <p>1.8. Discussion with colleagues on how to educate student teachers on how to conduct action research through enquiry methods</p> <p>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.</p> <p>1.10 Think-pair-share with colleagues to identify how the content of the B.Ed. Curriculum can be integrated with the content of the Basic school curriculum to help student teachers use the Basic School Curriculum effectively when they go out as beginning teachers.</p> <p>1.11 Write at least four things you learnt from the previous PD session Example</p> <p>1.12. Form groups based on specialism and let them discuss the introductory part of the lessons/courses (Lessons 1) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Translation Practice (GLE 412) - Meaning of translation and what it entails.</p> <p>Creative Writing (414) - concept, principles and techniques of creative writing</p>	
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<p>aspects of the lesson/s,</p> <p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Expected answers - Barriers</p> <p>GLE 412</p> <p>- (Student teachers might likely not be able to distinguish between the types of translation).</p> <p>GLE 414</p> <p>Student teachers might likely not to have produced children literature before.</p> <p>- Core and transferable skills (communication, critical thinking, collaboration, observation, enquiry skills, inclusivity, digital literacy)</p> <p>- Lesson delivery mode (face to face, individualised learning, seminar, etc.)</p>	
<p><i>If 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 Intern Seminar.</i></p>	<p>- Learning Outcomes (LOs)</p> <p>GLE 412</p> <p>Demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>GLE 414</p> <p>Demonstrate skills in writing creative materials in the Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p>	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>- LIs</p> <p>GLE 412</p> <p>Apply the skills in translating a given text from English to Ghanaian language or vice versa) (refer to lesson manual for details).</p> <p>GLE 414</p> <p>1.1 identify the aspect of creative writing of a Ghanaian language (NTS 2c, e: 13)</p> <p>1.2 explain the creative writing of a Ghanaian language (NTS 2c: 13)</p> <p>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)</p> <p>1.13 Discuss with the group based on specialism or specialisation the overview of the content of the</p>	

	<p>lesson and identify any distinctive aspect of the lesson for the various levels. The overviews of the contents of the courses are</p> <p>Expected Response:</p> <p>- GLE 412- is concept of Translation, theories types and skills.</p> <p>- GLE 414 - the principles involved in creative writing</p> <p>Distinctive feature</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism levels of specialism</p> <p>GLE 412 –</p> <p>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.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>➤ 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</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Turn to lesson 1 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge</p> <p>The subtopics of the lessons are</p> <p>GLE 412 – Translation</p> <p>- Explanation of translation, types of translation and theories of translation.</p> <p>GLE 414 – Creative Writing</p> <p>- Concept of writing a creative piece, principles of creative writing and the creative writer and techniques of writing a creative piece. (refer to course manuals for details)</p> <p>This is linked to student-teachers' previous knowledge</p> <p>GLE 412 - student teachers have done a bit of translation at home after listening to some news. GLE 414 - The student teachers have learned both oral and written literature in previous courses in the programme.</p>	15 mins

	<p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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.</p> <p>GLE 412 Translation Student teachers might likely not be able to distinguish between the types of translation</p> <p>GLE 414 Creative Writing Student teachers might likely not to have produced children literature before.</p> <p>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.</p> <p>Examples: GLE 412 – Translation class discussion, Question and Answer, presentation and school visit.</p> <p>GLE 414 Creative writing Question and answer, Brainstorming and class discussion</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links 	<p>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.</p> <p>Collaborate with colleagues to address issues identified. (<i>Refer to the teaching and learning activities section of the course manuals</i>)</p> <p>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.</p>	

<p>to the Basic School Curriculum</p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which 	<p><i>For example, using class discussion will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lessons.</p> <p>GLE 412 - Translation</p> <ul style="list-style-type: none"> - Continuous assessment 1- Individually write a 2-page reflective journal on your observation during school visit on the handling of translation in the schools and how it will help with your professional development for their subject portfolio. - Continuous assessment 2 – A group poster presentation on the concept of translation, the types and theories of translation. <p>GLE 414 Creative Writing</p> <p>Continuous assessment 1- 10 Multiple choice test item quiz on the topic: concept of creative writing, principles of creative writing and types of creative writing.</p> <ul style="list-style-type: none"> - Continuous assessment 2 – A 2-page report on teachers’ perception and knowledge at creative writing in the JHS. <p>3.4 As a group, discuss:</p> <ul style="list-style-type: none"> - the main teaching and learning resources including ICTs (e.g. computer, smartphone, video - and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners. Smartphone can be used in searching for information on the topic under discussion. - the required text (Baker, M. (2005). In other words. London: Routledge.) for GLE 412- Translation and Agyekum, K. (2013). Introduction to Literature. Accra: Adwinsa Publications Ltd. for GLE 414 – Creative writing and how it will be used in the lesson to promote learning among diverse learners. 	
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<p>need to be developed to support learning</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>- the additional reading materials (Hatim, B. & Munday, J. (2005). Translation: An advanced resource book. London: Routledge.) for GLE 412 – Translation and (Nartey, L. (1992). Comprehension English. Many 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.</p> <p>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.</p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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.</p> <p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading and reviewing all materials needed.</p>	<p>15 mins</p>

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

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive 	<p>1.4 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.5 Critical friend to share comments on an observed lesson for discussion.</p> <p>1.6 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>Example: <i>Translation Practice of a Ghanaian language - Theories in translation (EG):</i> Students have heard of translations before.</p>	<p>20 mins</p>

<p>aspects of the lesson/s,</p> <p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>Translation Practice of a Ghanaian language – Theories in translation (UP)</i>: Student teachers have heard of translations before.</p> <p><i>Translation Practice of a Ghanaian language – Theories in translation (JHS)</i>: Student teachers have heard of translations before.</p> <p><i>Creative writing – Writing literature for JHS learner I</i>: Student teachers might not have the skills in writing a prose for learners, particularly JHS learners.</p> <p>1.7 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>Example: <i>Translation Practice of a Ghanaian language - Theories in translation (EG)</i>:</p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.</p> <p><i>Translation Practice of a Ghanaian language- Theories in translation (UP)</i>:</p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.</p> <p><i>Translation Practice of a Ghanaian language- Theories in translation (JHS)</i>:</p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p>	
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	<p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.</p> <p><i>Creative Writing – Writing literature of JHS learner I (JHS):</i></p> <p>LO-1. 1. demonstrate knowledge of creative writing of a Ghanaian language and teach them effectively and promote creative writing learning among JHS learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).</p> <p>LI-1.1. Should be able to identify the creative writing of a Ghanaian language (NTS 2c, e: 13)</p> <p>1.2. Students should be able to explain each creative writing of a Ghanaian language (NTS 2c: 13)</p> <p>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).</p> <p>1.8 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p>Example: <i>Translation Practice of a Ghanaian language-Theories in translation:</i></p> <p>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.</p> <p><i>Creative writing – Writing literature for JHS 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.</p>	
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	<p>1.9 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.</p> <p>Example: <i>Translation Practice of a Ghanaian language – Theories in translation (EG):</i> Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.</p> <p><i>Translation Practice of a Ghanaian language – Theories in translation (UP):</i> Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.</p> <p><i>Translation Practice of a Ghanaian language – Theories in translation (JHS):</i> Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.</p> <p><i>Creative Writing – Writing literature for JHS learners I (JHS):</i> Student teachers might not have the skills in writing a prose for learners, particularly JHS learners.</p>	
<p>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.</p>	<p>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.</p>	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition</i></p>	<p>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.</p>	

<p><i>for planning and give regard for GESI, CCI, ICT etc.</i></p>		
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>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.</p> <p>Examples:</p> <p><i>Translation Practice of a Ghanaian language – Theories in translation: (EG):</i> Theories in translation: Teaching the various theories of translation to Early Grade student teacher.</p> <p><i>Translation Practice of a Ghanaian language – Theories in translation (UP):</i> Theories in translation: Teaching the various theories of translation to Upper Primary student teacher.</p> <p><i>Translation Practice of a Ghanaian language – Theories in translation (JHS):</i> Theories in translation: Teaching the various theories of translation to JHS student teacher.</p> <p><i>Creative Writing – Writing literature for JHS learner I:</i> Teaching the characteristics and processes in writing a prose for JHS learners.</p>	<p>15 mins</p>
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p>	<p>40 mins</p>

<p>School Curriculum</p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability 	<p>Examples: <i>Translation Practice of a Ghanaian language</i> – <i>Theories in translation (EG):</i> Watch a YouTube video of how the various theories of translation is taught to early grade student teachers</p> <p>Make PowerPoint presentation</p> <p><i>Translation Practice of a Ghanaian language</i> – <i>Theories in translation (UP):</i> What a YouTube video of how traditional songs of a Ghanaian language are taught to Upper Primary student teachers.</p> <p>Make PowerPoint presentation</p> <p><i>Translation Practice of a Ghanaian language</i> – <i>Theories in translation (JHS):</i> Watch a YouTube video of how the various theories of translation are taught to JHS student teachers.</p> <p>Make PowerPoint presentation.</p> <p><i>Creative Writing – Writing literature for JHS learner I:</i> Show a YouTube video of how writing literature for JHS learners is taught to JHS student teachers.</p> <ol style="list-style-type: none"> i. Make PowerPoint presentation. <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p>Examples: <i>Translation Practice of a Ghanaian language</i> – <i>Theories in translation (EG):</i> Select a YouTube video that shows a male teacher teaching an EG class.</p> <p>Form mixed groups for group activities.</p> <p><i>Translation Practice of a Ghanaian language</i> – <i>Theories in translation (UP):</i></p>	
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<p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</p> <p>Form mixed groups for group activities.</p> <p>Translation Practice of a Ghanaian language – Theories in translation (JHS): Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</p> <p>Form mixed groups for group activities.</p> <p>Creative Writing – Writing literature for JHS learner I (JHS): Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</p> <p>Form mixed groups for group activities.</p> <p>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.</p> <p>Examples: Theories in translation (EG): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Theories in translation (UP): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Writing literature for JHS learner I (JHS): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship). <i>YouTube video:</i> (digital literacy).</p>	
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	<p>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)</p> <p>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>).</p> <p>Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).</p>	
<p>4. Evaluation and review of session:</p> <p>2. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>4. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	15 mins

Tutor PD Session

Age Levels/s: EG, UP and JHS

Name of Subject/s: Ghanaian Language

Year 4

Semester 2

Tutor PD Session 3

Lesson titles:

- Translation Practice of a Ghanaian language (EG)

Processes in translation

- Translation Practice of a Ghanaian language (UP)

Processes in translation

- Translation Practice of a Ghanaian language (JHS)

Processes in translation

- Creative Writing

Writing literature for JHS learners II

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Critical friend to share comments on an observed lesson for discussion.</p> <p>1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>Example: <i>Translation Practice of a Ghanaian language -Processes in translation (EG):</i> The student teachers have tried some translation in the previous lesson.</p> <p><i>Translation Practice of a Ghanaian language – Processes in translation (UP):</i> The student teachers have tried some translation in the previous lesson.</p>	<p>20 mins</p>

<p>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</p>	<p><i>Translation Practice of a Ghanaian language – Processes in translation (JHS):</i> The student teachers have tried some translation in the previous lesson.</p> <p><i>Creative writing – Writing literature for JHS learner II:</i> The student teachers have learned about drama (a genre of written literature) of a Ghanaian in one of their previous courses.</p> <p>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. Example: <i>Translation Practice of a Ghanaian language -Processes in translation (EG):</i></p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.</p> <p><i>Translation Practice of a Ghanaian language- Processes in translation (UP):</i></p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.</p> <p><i>Translation Practice of a Ghanaian language- Processes in translation (JHS):</i></p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.</p>	
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	<p><i>Creative Writing – Writing literature of JHS learner II (JHS):</i></p> <p>LO-1. 1. demonstrate knowledge of creative writing of a Ghanaian language and teach them effectively and promote creative writing learning among JHS learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).</p> <p>LI-1.1. Should be able to identify the creative writing of a Ghanaian language (NTS 2c, e: 13)</p> <p>1.2. Students should be able to explain each creative writing of a Ghanaian language (NTS 2c: 13)</p> <p>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).</p> <p>1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p>Example: <i>Translation Practice of a Ghanaian language- Processes in translation:</i></p> <p>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.</p> <p><i>Creative writing – Writing literature for JHS learners II (JHS):</i> 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</p>	
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	<p>writing a simple drama appropriate for JHS learners.</p> <p>1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.</p> <p>Example: <i>Translation Practice of a Ghanaian language – Processes in translation (EG):</i> Student teachers may not know the detail steps involved in translating a text into any language.</p> <p><i>Translation Practice of a Ghanaian language – Processes in translation (UP):</i> Student teachers may not know the detail steps involved in translating a text into any language.</p> <p><i>Translation Practice of a Ghanaian language – Processes in translation (JHS):</i> Student teachers may not know the detail steps involved in translating a text into any language.</p> <p><i>Creative Writing – Writing literature for JHS 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.</p>	
<p>As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organization of Post-Internship Seminar.</p>	<p>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.</p>	
<p><i>For each session remember this is the final semester before Students begin</i></p>	<p>1.8 Discuss how tutors will prompt student teachers to pay particular attention to GESI, CCI, ICT, and other</p>	

<p>teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</p>	<p>issues when they begin their journey as beginning teachers.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>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.</p> <p>Examples:</p> <p>Translation Practice of a Ghanaian language – Theories in translation: (EG): Processes in translation: Teaching the various steps of translation to Early Grade student teacher.</p> <p>Translation Practice of a Ghanaian language – Processes in translation (UP): Processes in translation: Teaching the various steps of translation to Upper Primary student teacher.</p> <p>Translation Practice of a Ghanaian language – Theories in translation (JHS): Processes in translation: Teaching the various steps of translation to JHS student teacher.</p> <p>Creative Writing – Writing literature for JHS learner I: Teaching the characteristics and processes in writing a drama piece for JHS learners.</p>	<p>15 mins</p>
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p>	<p>40 mins</p>

<ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>Examples: <i>Translation Practice of a Ghanaian language – Processes in translation (EG):</i> Watch a YouTube video of how the various steps of translation is taught to early grade student teachers</p> <p>Make PowerPoint presentation</p> <p><i>Translation Practice of a Ghanaian language – Processes in translation (UP):</i> Watch a YouTube video of how the various steps of translation is taught to Upper Primary student teachers.</p> <p>Make PowerPoint presentation</p> <p><i>Translation Practice of a Ghanaian language – Processes in translation (JHS):</i> Watch a YouTube video of how the various steps of translation are taught to JHS student teachers.</p> <p>Make PowerPoint presentation.</p> <p><i>Creative Writing – Writing literature for JHS learner I:</i> Watch a YouTube video of how writing literature (drama) for JHS learners is taught to JHS student teachers.</p> <p>Make PowerPoint presentation.</p> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p>Examples: <i>Translation Practice of a Ghanaian language – Processes in translation (EG):</i> Watch a YouTube video that shows a male teacher teaching EG learners.</p> <p>Form mixed groups for group activities.</p>	
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	<p>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.</p> <p>Form mixed groups for group activities.</p> <p>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.</p> <p>Form mixed groups for group activities.</p> <p>Creative Writing – Writing literature for JHS learner II (JHS):</p> <p>Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</p> <p>Form mixed groups for group activities.</p> <p>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.</p> <p>Examples: Processes in translation (EG): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Processes in translation (UP): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p>	
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	<p>Writing literature for JHS learner II (JHS): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship). <i>YouTube video:</i> (digital literacy).</p> <p>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)</p> <p>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>).</p> <p>Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).</p>	
<p>4. Evaluation and review of session:</p> <ol style="list-style-type: none"> 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<p>15 mins</p>

Tutor PD Session

Age Levels/s: EG, UP and JHS

Name of Subject/s: Ghanaian language

Year 4

Semester 2

Tutor PD Session 4

Lesson titles:

- **Translation Practice of a Ghanaian language (EG)**

Kinds of translation

- **Translation Practice of a Ghanaian language (UP)**

Kinds of translation

- **Translation Practice of a Ghanaian language (JHS)**

Kinds of translation

- **Creative Writing**

Writing literature for JHS learners III

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for</p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Ask critical friend to share comments on an observed lesson for discussion.</p> <p>1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>Example: <i>Translation Practice of a Ghanaian language -Kinds of translation (EG):</i> The student teachers have done a bit of translation in the previous lesson.</p> <p><i>Translation Practice of a Ghanaian language – Kinds of translation (UP):</i> The</p>	<p>20 mins</p>

<p>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</p>	<p>student teachers have done a bit of translation in the previous lesson.</p> <p><i>Translation Practice of a Ghanaian language – Kinds of translation (JHS):</i> The student teachers have done a bit of translation in the previous lesson.</p> <p><i>Creative writing – Writing literature for JHS learners III:</i> The student teachers have learned about poetry of a Ghanaian in one of their previous courses.</p> <p>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>Example: <i>Translation Practice of a Ghanaian language -Processes in translation (EG):</i> 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.</p> <p><i>Translation Practice of a Ghanaian language- Kinds of translation (UP):</i> 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.</p> <p><i>Translation Practice of a Ghanaian language- Kinds of translation (JHS):</i></p> <p>LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa</p>	
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	<p><i>Creative Writing – Writing literature of JHS learner III (JHS):</i></p> <p>LO-1. demonstrate knowledge and skills in creatively writing literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI-1.1. explain creative writing pieces.</p> <p>1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p>Example: <i>Translation Practice of a Ghanaian 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.</p> <p><i>Creative writing – Writing literature for JHS learners III (JHS):</i> 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.</p> <p>1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.</p>	
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	<p>Example:</p> <p><i>Translation Practice of a Ghanaian 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.</p> <p><i>Translation Practice of a Ghanaian language – Kinds of translation (UP):</i> 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.</p> <p><i>Translation Practice of a Ghanaian language – Kinds of translation (JHS):</i> 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.</p> <p><i>Creative Writing – Writing literature for JHS learners III (JHS):</i> Student teachers might possibly not have the requisite skills in writing poetry appropriate for JHS learners. Large class size.</p>	
<p>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.</p>	<p>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.</p>	
<p><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.</i></p>	<p>1.8 Discussion how tutors will prompt student teachers to pay particular attention to GESI, CCI, ICT, and other issues when they begin their journey as beginning teachers.</p>	

<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>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.</p> <p>Examples: Translation Practice of a Ghanaian language – Kinds of translation: (EG): Kinds of translation: Teaching the various kinds of translation to enable Early Grade student teacher to apply it in his/her teaching.</p> <p>Translation Practice of a Ghanaian language – Kinds of translation (UP): Kinds of translation: Kinds of translation: Teaching the various kinds of translation to Upper Primary student learners.</p> <p>Translation Practice of a Ghanaian language – Kinds of translation (JHS): Kinds of translation: Teaching the various kinds of translation to JHS learners.</p> <p>Creative Writing – Writing literature for JHS learner III: Teaching the characteristics and processes in writing a poetry piece for JHS learners.</p>	<p>15 mins</p>
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p>	<p>40 mins</p>

<ul style="list-style-type: none"> ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>Examples: Translation Practice of a Ghanaian language – Kinds of translation (EG): Watch a YouTube video of how the various kinds of translation are taught to early grade student teachers</p> <p>Make PowerPoint presentation</p> <p>Translation Practice of a Ghanaian language – Kinds of translation (UP): Watch a YouTube video of how the various kinds of translation are taught to Upper Primary learners.</p> <p>Make PowerPoint presentation</p> <p>Translation Practice of a Ghanaian language – Kinds of translation (JHS): Watch a YouTube video of how the various kinds of translation are taught to JHS learners.</p> <p>Make PowerPoint presentation.</p> <p>Creative Writing – Writing literature for JHS learner III: Watch a YouTube video of how writing literature (poetry) for JHS learners is taught to JHS student teachers.</p> <p>Make PowerPoint presentation.</p> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p>Examples: Translation Practice of a Ghanaian language – Kinds of translation (EG): Watch a YouTube video that shows a male teacher teaching EG learners.</p> <p>Form mixed groups for group activities.</p> <p>Translation Practice of a Ghanaian language – Kinds of translation (UP):</p>	
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	<p>Watch a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</p> <p>Form mixed groups for group activities.</p> <p>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.</p> <p>Form mixed groups for group activities.</p> <p>Creative Writing – Writing literature for JHS learner III (JHS):</p> <p>Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</p> <p>Form mixed groups for group activities.</p> <p>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.</p> <p>Examples: Kinds of translation (EG): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Kinds of translation (UP): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Writing literature for JHS learner III (JHS): <i>Group work:</i> (communication and collaboration, critical thinking and problem</p>	
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	<p>solving, cultural identity and global citizenship). <i>YouTube video</i>: (digital literacy).</p> <p>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 (1) for examples of subject projects and subject portfolios</i>)</p> <p>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>).</p> <p>Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).</p>	
<p>4. Evaluation and review of session:</p> <ol style="list-style-type: none"> 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<p>15 mins</p>

Tutor PD Session

Age Levels: JHS

Name of Subject: Ghanaian Language

Year 4

Semester 2

Tutor PD Session 5

➤ Translation Practice of a Ghanaian language (EG):
Translation of different text/ materials (Practice 1)

➤ Translation Practice of a Ghanaian language (UP):
Translation of different text/ materials (Practice 1)

➤ Translation Practice of a Ghanaian language (JHS):
Translation of different text/ materials (Practice 1)

➤ Creative Writing of a Ghanaian language (JHS):
Creative writing workshop I

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, 	<p>1.1 Listen and respond to an icebreaker by the volunteer.</p> <p>1.2 Tutors listen to the recap on the lesson 4.</p> <p>1.3 Listen and discuss comments from the critical friend’s report.</p> <p>1.4 Brainstorm on the introductory section of your respective lessons and write down your expectations and concerns for discussion. E.g., LO</p> <p>Translation Practice (JHS)</p> <p>1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p>	<p>20 mins</p>

<p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>LI</p> <ol style="list-style-type: none"> 1. apply the skills in translating a given text from English to Ghanaian language or vice versa <p>Creative Writing (JHS)</p> <p>LO</p> <ol style="list-style-type: none"> 1. demonstrate knowledge and skills in producing creative literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). <p>LI</p> <ol style="list-style-type: none"> 1.1 explain the processes in creative writing 1.5 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group. <p>E.g., <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.</p> <p><i>Creative Writing of a Ghanaian language (JHS):</i> 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.</p> <ol style="list-style-type: none"> 1.6 Deliberate with the whole group the student-teacher prior knowledge and experience upon which you may build your lesson. <p>EG. Translation Practice: <i>The student teachers began translating sentences.</i> Creative Writing <i>The student teacher have learned the different genres of literature. They have also learned composition writing.</i></p> <ol style="list-style-type: none"> 1.7 Reflect in groups some of the factors you anticipate may constitute challenges that will impede the 	
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<p>As this course is dealing with supporting and /or assessing the Professional Teaching Portfolio Development and / or the Classroom Enquiry and Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.8 Discuss the contents of Professional Teaching Portfolio and its arrangement and filing. <i>Refer to STS Handbook IV page 65-66, Table 7.2.7.2</i></p> <p>1.9 Write down items to be assessed in the content such as the statement of Philosophy, validity of the statement and application of the philosophy.</p>	
<p><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.</i></p>	<p>1.10 Tutors discuss the support that will aid teaching in relation to GESI, CCI and ICT for smooth transition into the world.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>2.1 Present a summary of the major new content to be presented in your lesson concepts and pedagogies to be introduced.</p> <p>E.g., <i>Translation Practice of a Ghanaian language – Translation of different text/material (Practice 1): (EG):</i></p> <p>Report from your post internship on how translation practice is applied during teaching and write in reflective journal</p> <p><i>Translation Practice of a Ghanaian language – Translating different text/material (UP):</i> Comment on the use of translation practice during the internship</p> <p><i>Translation Practice of a Ghanaian language – Translating different text/material (UP):</i> Selecting a simple text of about two paragraphs for translation. Skills in translating words and sentences</p> <p>2.2 Examine the appropriateness of the diction used during your internship in teaching of</p>	<p>15 mins</p>

	<p>translation (check if it caters for all manner of learners);</p> <p><i>Creative Writing of a Ghanaian language – Creative writing workshop (JHS):</i></p> <p><i>Applying knowledge in the ways of style writing and plot to create a literary piece.</i> Observation during internship the factors considered in selecting method for teaching a specific genre of literature by teachers.</p> <p>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.</p> <p>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)</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectiveness and suggest additional ones where necessary.</p> <p>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.</p> <p>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 Primary and JHS in the Basic School</p>	<p>40 mins</p>

<p>integrating: GESI responsiveness and ICT and 21st C skills</p> <ul style="list-style-type: none"> ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>curricula; apply skills in translation to teach in JHS class in the Basic School Curricula.</p> <p>3.4 Ask tutors to discuss the link of the topics in the College and the Basic Curriculum and note them.</p> <p>3.5 Ask tutors to discuss how they will deploy ICT tools suggested in the manual in the lesson, particularly those available in the institution.</p> <p>E.g. <i>Translation Practice of a Ghanaian language</i> <i>Translating of different text (Practice 1) (EG):</i> Show a YouTube video that presents the application of translation in teaching early graders. ii. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.</p> <p><i>Translation Practice of a Ghanaian language – Translation of different text Practice 1 (UP):</i> i. Use a PowerPoint presentation to show factors to consider before selecting a text for translation and some samples of translation test items.</p> <p><i>Translation Practice of a Ghanaian language – Translation of different text Practice 1 (JHS):</i> Project a Ghanaian language text from a specific discipline e.g., science or geography and, or with a PowerPoint presentation and choice of diction.</p> <p><i>Creative Writing of a Ghanaian language – Creating writing workshop 1 (JHS):</i> Show a selection of creative works for teaching the Ghanaian language, or with a PowerPoint presentation.</p> <p>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).</p>	
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	<p>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;</p> <p>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.</p> <p>Translation practice of a Ghanaian language – Translation of different text Practice 1 (JHS): Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; ensure all have equal opportunity to play leading roles in groups; form ability groups bearing in mind cultural diversity; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language/pictures.</p> <p>Creative Writing of a Ghanaian language – Creative Writing Workshop (JHS): be tolerant with those with individuals with disability and slow learners, select a teaching strategy that will ensure equal participation employ differentiated teaching approaches suitable for all learners;</p> <p>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.</p> <p>E.g., Translation of different text Practice 1(EG):</p>	
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	<p><i>Individual study:</i> critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Translation of different text Practice I(UP): <i>Seminar Presentation:</i> (critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Translation Practice of a Ghanaian Language (JHS): <i>Individual study:</i> (critical thinking and problem solving, cultural identity and global citizenship)</p> <p>Creative Writing of a Ghanaian Language (JHS): <i>Independent study:</i> (communication, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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)</p> <p>Review the assessment and let it align with the NTEAP <i>e.g., of Subject Project translate a 15-page book; Write a 10-page prose on the theme of patience, and subject portfolios e.g., copies of scheme work, reflective journal.</i> Marked assignments, photos, field notes, course outlines etc. (Refer to the STS Year 3 Handbook)</p> <p>3.1 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>). for instance, surf and download the current books on translation teaching and read the core textbook in the manual. Use of mobile phones.</p> <p>3.10 assistance on how available digital tools may be deployed (PowerPoint – how to prepare</p>	
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	and teach translation presentations; YouTube video – how to find YouTube videos on writing a textbook; etc.	
<p>4. Evaluation and review of session:</p> <p>1. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	15 mins

Tutor PD Session		
Age Levels: EG, UP JHS	Name of Subject/s: Ghanaian Language	
Year 4	Semester 2	
Tutor PD Session 6		
<ul style="list-style-type: none"> ➤ Translation Practice of a Ghanaian language (EG): Translation of different text/materials (Practice II) ➤ Translation Practice of a Ghanaian language (UP): Translation of different text/materials (Practice II) ➤ Translation Practice of a Ghanaian language (JHS): Translation of different text/materials (Practice II) ➤ Creative Writing of a Ghanaian language (JHS): Creative writing workshop II 		
<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any 	<p>1.1 Listen and respond to a puzzle by the volunteer.</p> <p>1.2 Share knowledge gained from the lesson 5 PD session.</p> <p>1.3 Listen and discuss the critical friend's report.</p> <p>1.4 Reflect on the introductory section of your respective lessons and write down your expectations and concerns for discussion.</p> <p><i>E.g., Translation Practice: LO</i></p> <p>i. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p>	<p>20 mins</p>

<p>distinctive aspects of the lesson/s, 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</p>	<p>LI</p> <p>i. apply the skills in translating a given text from English to Ghanaian language or vice versa</p> <p>1.5 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group.</p> <p>E.g., <i>Translation Practice of a Ghanaian language:</i></p> <p>i. In the sixth lessons, the contents and focus of this course cut across the three age phases (EG, UP and JHS) as follows: appropriate vocabulary for translation of text about school</p> <p><i>Creative Writing of a Ghanaian language (JHS):</i></p> <p>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.</p> <p>1.6 Write on a flip chart the student-teacher prior knowledge and that will facilitate the success of the lesson delivery.</p>	
<p>As this course is dealing with supporting and /or assessing the Professional Teaching Portfolio Development and/ or the Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.7 Discuss artefacts that can be included in Professional Portfolio for beginning teachers.</p> <p>1.8 Discuss components of Classroom Enquiry such as intervention and its application in the research.</p>	
<p><i>For each session remember this is the final semester before Students begin</i></p>	<p>1.9 Discuss the sample text and application of translation skill that will be needed in the teaching as teachers prompting beginning Teachers of the</p>	

<p>teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</p>	<p>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.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>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.</p> <p>E.g.</p> <p>Translation Practice of a Ghanaian language – Translation of different text/materials (Practice II): (EG):</p> <ul style="list-style-type: none"> i. Application of translation theory during teaching and write in reflective journal <p>Translation Practice of a Ghanaian language – Translating different text/materials Practice II(UP):</p> <ul style="list-style-type: none"> i. Comment on the selection of three paragraphs for translation practice during your internship <p>Translation Practice of a Ghanaian language – Translating different text/ material (UP):</p> <ul style="list-style-type: none"> i. Examine the appropriateness of the diction used in translation for specific subject example mathematics. <p>Creative Writing of a Ghanaian language – Creative writing workshop (JHS):</p> <ul style="list-style-type: none"> i. report from internship the factors considered in selecting style for teaching a specific genre of literature by teachers. <p>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)</p> <ul style="list-style-type: none"> i. The student teachers have not translated technical texts in the subject area before. 	<p>15 mins</p>

	<p>Creative Writing:</p> <p>i. Lack of skills to actualise the theoretical knowledge in creating a literary piece.</p> <p>Solution</p> <p>i. Begin with simple text for translation”</p> <p>i. Review the processes in writing a piece such as setting, plot etc</p> <p>2.3 Discuss the pedagogies outlined in the course manual and their effectiveness. Examples such as practical activity and seminar presentation and group work.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and demonstrate their effectiveness when used for teaching. E.g., Group presentation of a translated sentence for discussion.</p> <p>3.2 Reflect on the content to be present and ask the whole group clarification of, and/or other perspectives on or approaches to the concepts in a lesson.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings. For instance, how the knowledge in creating literary piece in the College will aid in teaching poems as a topic to upper primary learners in the Basic School Curriculum; the use of translation skills in teaching JHS translation.</p> <p>3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>E.g., <i>Translation Practice of a Ghanaian language – Translating of different text/materials Practice II (EG):</i> Show a YouTube video that presents the application of translation in teaching early graders. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.</p>	<p>40 mins</p>

<p>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</p> <p>➤ 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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Translation Practice of a Ghanaian language – Translation of different text/materials Practice II (UP):</p> <p>Use a PowerPoint presentation to show factors to consider before selecting a passage for translation and some samples of translation test items.</p> <p>Translation Practice of a Ghanaian language – Translation of different text Practice II (JHS): Project a Ghanaian language text from a specific discipline e.g., science or geography for discussion through PowerPoint presentation.</p> <p>Creative Writing of a Ghanaian language – Creating writing workshop 1 (JHS):</p> <p>Show a YouTube video on types of prose writing. Show a PowerPoint presentation on characterisation and style in a literary piece.</p> <p>3.5 Write on a sticky note the various ways in which you will make the lesson GESI responsive</p> <p>E.g., Translation Practice of a Ghanaian language – Translation of different text/material Practice II(EG ensure all have equal opportunity to play leading roles in group presentations; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with text or cited work;</p> <p>Translation Practice of a Ghanaian language – Translation of different texts/material. Practice II(UP): Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; avoid negative and stereotypical diction.</p>	
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	<p>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.</p> <p>Creative Writing of a Ghanaian language – Creative Writing Workshop II (JHS): Select texts that caters for all manner of learners. ensure active participation of all in designing the text through group works. ensure all have equal opportunity to play leading roles (use of diction) in groups. form mixed gender and ability groups avoid negative and stereotypical books.</p> <p>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.</p> <p>E.g., Translation of different text Practice II(EG): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Translation of different text Practice II(UP): <i>Seminar Presentation:</i> (critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Translation Practice of a Ghanaian Language (JHS): <i>Individual study:</i> (critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p>	
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	<p>Creative Writing of a Ghanaian Language (JHS): <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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 tutors to section Appendix 2 for examples)</i></p> <p>E.g., Of Subject Project: Translate a 10 page text on Science. Write a two stanza poem for early grade learners.</p> <p><i>E.g., Subject Portfolio</i> <i>Marked quizzes</i> <i>Drafts of literary pieces written</i> <i>Reports from STS observation</i></p> <p>NB:</p> <p>Overall weighting of project = 30% Weighting of individual parts of project out of 100 Introduction – 10 Methodology – 20 Substantive section – 40 Conclusion – 30</p> <p>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></p> <p>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; etc)</p>	
<p>4. Evaluation and review of session:</p> <p>2. Tutors should Identifying critical friends to observe</p>	<p>4.1 Give a brief summary of the major points discussed in the current PD.</p> <p>NB. Remind tutors to put down notes to aid them prepare their lesson plan.</p>	<p>15 mins</p>

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

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, 	<p>1.1 Sing a song as an icebreaker.</p> <p>1.2 A male and a female each share their experience for the PD session on Lesson 6.</p> <p>1.3 Listen and discuss comments from the critical friend’s report.</p> <p>1.4 Write on note pads the learning outcome and indicator from the manual and show to a friend for discussion.</p> <p>E.g., Translation Practice LO: demonstrate knowledge and skills in teaching using Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS 2f:13), (NTECF 4: 42), (IEP 5: 11).</p>	<p>20 mins</p>

<p>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</p>	<p>LI</p> <p>a. apply their knowledge to teach translation. b. to employ strategies that show individual diversity of the learners are considered</p> <p>Creative Writing LO</p> <p>a. demonstrates knowledge and skill in assessing the various genres of creative writing of a Ghanaian language</p> <p>L1</p> <p>4.1. should be able to design and implement a variety of assessment mode for teaching and learning creative writing (NTS 1d, g: 12), (NTS 3b: 14).</p> <p>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)</p> <p>1.5 In pairs read the distinctive features or scope of this lesson for discussion with the whole group.</p> <p>E.g., <i>Translation Practice of a Ghanaian language: (EG, UP, JHS)</i> <i>Appropriate vocabulary for specific discipline (History).</i> <i>Use of theory in translation.</i> <i>Creative Writing of a Ghanaian language (JHS):</i> <i>Steps involved in assessing a specific literary piece</i></p> <p>1.6 Write down and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>E.g., Translation Practice (EG, UP, JHS) e.g., The student teachers may have easy access to certain vocabularies. Creative Writing (JHS) e.g.,</p>	
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	<p>The student teachers are likely to have done assessment of learners work before during their school internship programme.</p> <p>1.7 Demonstrate the use of e-learning and group discussion in teaching lesson 7</p> <p>1.8 Note down in groups some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p>	
<p>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.</p>	<p>1.9 Discuss how organisation of Post Internship Seminar is done and role expected of the tutor as well as role of the beginning teacher.</p> <p>Discuss the sample Classroom Enquiry and Action Research report noting down the structure and content and the assessment processes. (Refer to STS Handbook Year 3 page 50-52)</p>	
<p><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.</i></p>	<p>1.10 Discuss crosscutting issues on digital literacy, multicultural and ethnic diversity in relation to GESI and SENs in classroom teaching.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>➤ 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</p> <p>NB The guidance for SL/HoD should set out what they need to do to</p>	<p>2.1 Present a summary of the major new content to be presented in the lesson concepts and pedagogies to be introduced.</p> <p>E.g., <i>Translation Practice of a Ghanaian language – (EG):</i> Use of appropriate words or phrases for technical text.</p> <p><i>Translation Practice of a Ghanaian language (UP) –:</i> Skill in selection of appropriate vocabulary for specific subject in translation</p> <p><i>Translation Practice of a Ghanaian language – Translating different text(UP):</i></p>	15 mins

<p>introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>i) Examine the appropriateness of the diction used during your internship and compare with the skills. ii) Knowledge of history vocabularies</p> <p><i>Creative Writing of a Ghanaian language – Creative writing workshop (JHS): Knowledge on assessing any of the literary genre</i></p> <p>2.2 Examine and discuss some strategies for teaching this lesson.</p> <p>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.</p> <p>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.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectiveness and suggest additional ones where necessary.</p> <p>E.g., use of group work, peer assessment and oral presentation</p> <p>3.2 Reflect on the content to be present and ask the whole group clarification of, and/or other perspectives on or approaches to the concepts in a lesson.</p>	<p>40 mins</p>

<p>to the Basic School Curriculum</p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings E.g., using of translation skills in translating a text in specific subject area or teaching history to early grade learners. The teaching of appreciation of prose in JHS classroom</p> <p>3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>Examples: <i>Translation Practice of a Ghanaian language – (EG):</i></p> <ul style="list-style-type: none"> i. Show a YouTube video that presents the application of translation in teaching early graders. ii. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class. <p><i>Translation Practice of a Ghanaian language – (UP):</i> Use a PowerPoint presentation to show factors to consider before selecting a text for translation and some samples of translation test items.</p> <p><i>Translation Practice of a Ghanaian language – Translation of different text Practice 1 (JHS):</i> Project a Ghanaian language text from a specific discipline e.g science or geography and, or with a PowerPoint presentation.</p> <p><i>Creative Writing of a Ghanaian language – Creating writing workshop 1 (JHS):</i> Use a video clip to show the steps involved in assessing a literary piece such as poetry or drama.</p> <p>3.5 Write on a sticky note the various ways in which you will make the lesson GESI responsive</p>	
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	<p>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.</p> <p>Translation Practice of a Ghanaian language – Translation of different texts. Practice III(UP):</p> <p>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.</p> <p>Translation practice of a Ghanaian language – Translation of different text Practice 1 (JHS): Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; form ability groups bearing in mind cultural diversity; be patient with those with individuals with disability.</p> <p>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.</p> <p>3.6 In mixed pairs (male-female, able-disabled), deliberate on how the contents and the delivery of your lessons will develop the 21st Century Skills and share it with the larger group.</p> <p>3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may</p>	
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	<p>also be tied in with other contents into a bigger project)</p> <p>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.</p> <p>(See appendix 2)</p> <p>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,</p> <p>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.)</p> <p>3.10 Consider the major points discussed in writing their lesson plan for effective teaching</p>	
<p>4. Evaluation and review of session:</p> <p>3. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>4. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Summarise all the major points discussed in the PD session.</p> <p>4.2 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.3 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.4 Read the PD and course manuals in preparation for the next PD session.</p>	<p>15 mins</p>

Tutor PD Session

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**

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the 	<p>1.2 Sing the song or listen to the story as an icebreaker.</p> <p>1.2 Listen and discuss the critical friend’s report.</p> <p>1.3 Refer to the manual and write the LO and LI for the lesson 8.</p> <p>1.4 Discuss how the LI matches the lesson 8.</p>	<p>20 mins</p>

<p>introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Translation Practice LO</p> <p>a. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>LI</p> <p>a. apply the skills in translating a given text from English to Ghanaian language or vice versa</p> <p>Creative Writing LO</p> <p>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).</p> <p>LI</p> <p>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)</p> <p>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)</p> <p>1.5 Discuss some distinctive features of the lesson 8 as seen in the manual.</p> <p>E.g., <i>Translation Practice of a Ghanaian language (EG, UP, JHS):</i> <i>Use of appropriate choice for translation of numeracy text.</i> <i>Comparison between choice of words for numeracy translation during internship.</i></p>	
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	<p><i>Creative Writing of a Ghanaian language (JHS):</i></p> <p>Selection of TLM to teach creative writing Designing TLM for teaching creative writing Appropriate use of TLM in teaching creative writing</p> <p>1.6 with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.7 Discuss the importance of Professional Portfolio for promotion for Beginning Teachers.</p> <p>1.8 Discuss the use of Classroom Enquiry and Action Research in teaching.</p> <p>1.9 Deliberate on how the Post Internship Seminar will aid the Beginning Teacher e.g., how to manage classroom size, how to adjust the Teaching Philosophy where necessary.</p>	
<p><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.</i></p>	<p>1.10 Discuss prompts that can aid the Beginning Teacher in the world of work such as using online resources in teaching such as use of google classroom, Zoom, giving special attention to cultural diversity and introverts and giving selecting TLMs that will favour all learners in the classrooms</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new</p>	<p>2.1 Read the course manual and discuss the new learning that are likely to arise from the lesson.</p>	<p>15 mins</p>

<p>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</p> <p>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.</p>	<p>E.g., Translation Practice of a Ghanaian language – Translation of different text (Practice 1): (EG): Phrases for numeracy and its application in teaching in early grade.</p> <p>Translation Practice of a Ghanaian language – Translating different text (UP): Correcting vocabularies used inappropriately in translating numeracy text during internship programme.</p> <p>Translation Practice of a Ghanaian language – Translating different text (UP): Acquire the appropriate diction for translating sentences and paragraphs containing numerals</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Solution: Have a small journal to write down the vocabularies for numeracy.</p>	
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	<p>Practice in groups some simple sentences containing numeracy.</p> <p>Creative Writing E.g., The student teacher may not have designed a TLM to teach creative writing by JHS learners before.</p> <p>Solution: Ask tutors to design TLMs appropriate for teaching and use improvisation to obtain TLMs where necessary.</p> <p>Surf the internet to learn of simple ways of making TLMs to teach the genre of literature to learners.</p> <p>2.3 In pairs where appropriate, discuss the teaching strategies in the manual and suggest additional ones.</p> <p>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</p> <p>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</p>	
<p>3.Planning for teaching, learning and assessment</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on</p>	<p>40 mins</p>

<p>activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to 	<p>their effectiveness and suggest additional ones where necessary. E.g., Translation Practice Use of practical activity. Whole class discussion</p> <p>Creative Writing Group discussion/e-learning opportunity/ practical activity Tutor shows a video on YouTube demonstrating how to design TLMs appropriate for teaching and learning creative writing of a language in the JHS level and tasks the student teachers to observe the steps in the designing. E.g., https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos</p> <p>3.2 Reflect on the content to be present and ask the whole group clarification of, and/or other perspectives on or approaches to the concepts in a lesson.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings. E.g., use of the skills acquired in translation of numeracy to teach in Basic School curriculum early grade classroom.</p> <p>Use of TLMs designed by student teacher to teach story telling in Basic School class.</p> <p>3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p>	
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<p>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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Translation Practice of a Ghanaian language – Translating of different text (Practice IV) (EG):</p> <p>Make PowerPoint presentation or slide show of how translation aids in teaching numeracy in early grade class.</p> <p>Translation Practice of a Ghanaian language – Translation of different text Practice IV (UP):</p> <p>Show a video from You Tube showing the teaching of mathematics using indigenous language to upper primary learners.</p> <p>Translation Practice of a Ghanaian language – Translation of different text Practice IV (JHS):</p> <p>Show a video clip of children playing a game on numeracy and ask learners to do same using their local language</p> <p>Use google translator to translate a short text on numerals for the class to watch.</p> <p>Creative Writing of a Ghanaian language – Creating writing workshop 1 (JHS):</p> <p>Show a selection and use of TLMs for teaching poetry for instance in a JHS class from You Tube</p> <p>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</p> <p>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.</p>	
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	<p>3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio that align with the NTEAP assessment procedures.</p> <p><i>E.g of Subject project</i> <i>Translation Practice</i> <i>Develop a two-page vocabulary on teaching numeracy in the local language.</i></p> <p><i>Creative Writing</i> <i>Select one of the genres of literature and design TLMs for its teaching in the JHS</i></p> <p>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</p> <p>Note: Write on a sticky note the various ways in which you will make the lesson GESI responsive</p> <p>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></p> <p>3.9 Demonstrate to tutors the use of ICT tools in teaching translation and creative writing.</p>	
<p>4. Evaluation and review of session:</p> <p>4. Tutors should Identifying critical friends to observe</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p>	<p>15 mins</p>

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

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language

Year 4

Semester 2

Tutor PD Session 9

Lesson titles:

- Translation practice of a Ghanaian Language (EG): *Oral Interpretation*
- Translation practice of a Ghanaian language (UP): *Oral Interpretation*
- Translation practice of a Ghanaian Language (JHS): *Oral Interpretation*
- Creative writing of a Ghanaian language (JHS): *Interpreting creative writing of a Ghanaian language of the Ghanaian language curriculum*

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify,</p>	<p>1.1 Tutors to respond to an icebreaker, allow volunteers to give one if necessary.</p> <p>1.2 A critical friend to share with the whole group his/her findings on the observations on the previous lesson</p> <p>1.3 Discuss the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. E.g., To what extent does the L1 match the LO?</p>	<p>20 mins</p>

<p>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</p>		
<p>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.</p>	<p>1.5 Refer to year 3 semester 2 STS manual (<i>refer to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook</i>)</p>	
<p><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.</i></p>	<p>1.6 Since this is the final semester before embark on the begin teaching. Remind student teachers to be mindful of GESI, CCI, ICT etc</p> <p>Examples of GESI issues to note The background of the learners</p> <p>Examples of ICT Issues Availability of ICT tools in the school and how to make good use of them</p> <p>Examples of CCI Problems associated with the dominant language and the medium of instruction</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new 	<p>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.</p> <p>Examples of new concepts</p>	<p>15 mins</p>

<p>concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>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.</p>	<p>Example 1: Translation practice of a Ghanaian language (EG) Oral interpretation</p> <p>Example 2: Translation practice of a Ghanaian language (UP) Factors to consider in oral interpretation</p> <p>Example 3: Translation practice of a Ghanaian language (JHS) What is oral interpretation and the difference between translation</p> <p>Example 4: Creative writing of a Ghanaian language (JHS) Interpreting writing of a Ghanaian language component of the JHS curriculum</p> <p>Examples of some potential barriers</p> <p>Example 1:</p> <p>Translation practice of a Ghanaian language (EG, UP, JHS)</p> <ul style="list-style-type: none"> ➤ Student teachers may not have done oral interpretation before <p>Example 2: Creative writing of a Ghanaian language (JHS)</p> <p>Student teachers may not have interpreted the creative writing component of a Ghanaian language component of the JSH curriculum before</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>Examples of some Teaching and Learning Activities</p> <p>Example 1: Translation practice of a Ghanaian language (EG, UP, JHS)</p> <p>Topic: Oral interpretation (EG, UP, JHS)</p>	<p>40 mins</p>

<p><i>links to the Basic School Curriculum</i></p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>TLAs</p> <ul style="list-style-type: none"> i) Questions and answers ii) Discussions iii) Presentation <p>Example 2: Creative writing of a Ghana language (JHS)</p> <p>Topic: Key features of creative writing of a Ghanaian language component of the Ghanaian language curriculum</p> <p>TLAs</p> <ul style="list-style-type: none"> i) Class discussions ii) Independent study iii) Presentations <p>3.2 Reflect on the content to be presented and ask for support or clarification on approaches to the concepts in a lesson.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>Example 1 Translation practice of a Ghanaian language (EG, UP, JHS)</p> <p>Topic: Factors to consider in oral interpretation</p> <p>Project some factors to consider in oral interpretation for learners to see</p> <p>Example 2: Creative writing for a Ghanaian language (JHS)</p> <p>Topic: Key features of a creative writing of a Ghanaian language component of the Ghanaian language curriculum</p>	
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	<p>Use PowerPoint presentation on some key features of a creative writing of a Ghanaian language</p> <p>3.5 Suggest the various ways in which they will make the lesson GESI responsive</p> <p>Example 1: Translation practice of a Ghanaian language (EG, UP, JHS)</p> <p>Topic: factors to consider in oral interpretation</p> <p>Form mixed ability groups for group discussions</p> <p>Example 2: Creative writing of a Ghanaian language (JHS)</p> <p>Topic: what to consider in interpreting creative writing of a Ghanaian language component of the curriculum</p> <p>Give equal attention to all learners</p> <p>3.6 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the 21st century skills.</p> <p>How to develop the 21st century skills.</p> <p>Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: factors to consider in oral interpretation</p> <p>Group work: (Communication and collaboration, critical thinking and problem solving)</p> <p>Example 2: Creative writing of a Ghanaian language (JHS)</p> <p>Topic: Key features of the creative writing of a Ghanaian language component of the Ghanaian language curriculum</p>	
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	<p>Activities: Group discussion and presentation</p> <p>(Communication and collaboration, critical thinking and problem solving)</p>	
<p>4. Evaluation and review of session:</p> <p>5. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>6. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Identify a critical friend to sit in one of the lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>Note: Read the PD and course manuals in preparation for the next PD session.</p>	15 mins

Tutor PD Session

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language

Year 4

Semester 2

Tutor PD Session 10

Lesson titles:

- Translation practice of a Ghanaian Language (EG): *Oral interpretation practice 1*
- Translation practice of a Ghanaian language (UP): Oral interpretation practice 1
- Translation practice of a Ghanaian language (JHS): Oral interpretation practice 1
- Creative writing of a Ghanaian language (JHS): Methods of teaching the creative writing of a Ghanaian language

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, 	<p>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.</p> <p>1.2 Read the introductory section of your respective lessons and discuss the learning outcomes (LOs) and learning indicators (LIs)</p> <p>Examples of LOs and LIs</p> <p>Example 1 Translation practice of a Ghanaian language (EG, UP, JHS)</p> <p>Topic: Translation practice 1</p>	<p>20 mins</p>

<p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Learning Outcomes (LOs) demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>Learning Indicators (LIs) ➤ apply the skills in translating a given text from English to Ghanaian language or vice versa</p> <p>Example 2 Creative writing of a Ghanaian language (JHS) Topic: Methods of teaching the creative writing of a Ghanaian language</p> <p>Learning Outcomes (LOs) use technology to teach the creative writing of a Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).</p> <p>Learning Indicators (LIs) use appropriate technological tools analyse the creative writing of a Ghanaian language</p> <p>1.3 Discuss the content and identify any distinctive features of the lesson(s).</p> <p>Some distinctive features</p> <p>Example 1: <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i> Topic: oral interpretation practice 1 <i>The lesson help learners to gain knowledge and skills to do instant interpretation in the various age phases</i></p> <p>Example 2 <i>Creative writing of a Ghanaian language (JHS)</i> Topic: <i>Concept of methods of teaching language and the types</i></p> <p><i>The lesson equips student teacher with the knowledge and skills in the application of the methods of teaching the writing of a Ghanaian language</i></p>	
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<p>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.</p>	<p>1.1 Discuss the content of the Professional Teaching Portfolio and its arrangement and filing. <i>Refer to STS Handbook IV page 65-66, Table 7.2.7.2</i></p>	
<p><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.</i></p>	<p>1.5 Discuss some supports that can make teaching and learning environment conducive for all. <i>E.g., knowing the background of the learners, use of appropriate language, using appropriate ICT tool etc</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p>	<p>2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson</p> <p>Some new concepts Example 1 <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i></p> <p><i>Topic: Oral interpretation practice 1</i> <i>Student teachers will acquire the knowledge in oral interpretation in all the age phases</i></p> <p>Example 2: <i>Creative writing of a Ghanaian language (JHS)</i></p> <p><i>Concept of methods of teaching language and the types</i></p> <p>2.2 discuss some potential barriers likely to impede learning</p> <p>Some potential barriers</p>	<p>15 mins</p>

	<p>Example 1: <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i> Topic: Oral interpretation</p> <p>Barrier <i>Student may not have done instant interpretation before</i></p> <p>Example 2: <i>Creative writing of a Ghanaian language (JHS)</i> Topic: Application of methods of teaching creative writing</p> <p>Barrier: <i>Student teachers may not be aware of the factors consider in selecting appropriate methods to teach</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>Examples of some proposed TLAs</p> <p>Example 1: <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i> Topic: Oral interpretation</p> <p>TLAs</p> <ul style="list-style-type: none"> i) Class discussions ii) Presentation iii) Group discussions <p>Example 2 <i>Creative writing of a Ghanaian language (JHS)</i> Topic: Application of methods of teaching creative writing</p> <p>TLAs</p> <ul style="list-style-type: none"> i) Discussions ii) Practical activity <p>3.2 Discuss how the lesson can be linked to the basic school curriculum. Example of linking to the basic school curriculum</p>	40 mins

<p>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</p> <p>➤ 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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Go to student a partner school to observe teaching and learning and learning practices (STS)</p> <p>3.3 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p>How ICT tools can be used</p> <p>Examples 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: <i>Oral interpretation practice</i></p> <p><i>Show a YouTube video with someone interpreting</i></p> <p>Example 2: <i>Creative writing of a Ghanaian language (JHS)</i> Topic: <i>Concept of methods of teaching language and the types</i></p> <p>Use a PowerPoint presentation and discuss some concepts of methods of teaching</p> <p>3.4 Discuss the various ways in which you will make the lesson GESI responsive</p> <p>Ways of making the lesson GESI responsive</p> <p>Example 1: <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i> Topic: <i>oral interpretation practice 1</i></p> <p style="padding-left: 40px;">i) <i>Form mixed group to perform group activity</i></p> <p style="padding-left: 40px;">ii) <i>Use appropriate language to suit all learners</i></p> <p>Example 2 <i>Creative writing of a Ghanaian language (JHS)</i> Topic: <i>Application of methods of teaching creative writing</i></p> <p>i) <i>Give equal opportunity for everyone</i></p> <p>ii) <i>Address issues of learners' special needs</i></p>	
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	<p>3.5 Discuss in mixed pairs how the contents of topics and the delivery of the lesson will develop the 21st century skills</p> <p>Examples of ways to develop the 21st century skills in a lesson</p> <p>Example 1 <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i> <i>Topic: Translation practice 1</i></p> <p><i>i) Group work (communication and collaboration, critical thinking and problem solving, cultural identity.</i> <i>ii) Showing a YouTube video (Digital literacy)</i></p> <p>Example 2 <i>Creative writing of a Ghanaian language (JHS)</i> Topic: <i>Methods of teaching the creative writing of a Ghanaian language</i></p> <p><i>Group work:</i> <i>(Leadership skills communication and collaboration, global citizenship)</i></p> <p>3.6 In pairs, discuss the resources in the respective manuals and suggest how you may deploy them. <i>(These should include ICT tools, inclusive materials, required and additional texts)</i></p> <p>Examples resources: Projector Textbooks Phones Laptop</p> <p>3.7 Assist student teachers on how to use the available digital tools e.g.</p> <p>Using computers, smart phones, etc. to watch selected and appropriate videos or YouTube.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Identify a critical friend to sit in one of the lessons and report at the subsequent PD session.</p>	<p>15 mins</p>

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

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language

Year 4

Semester 2

Tutor PD Session 11

Lesson titles:

- Translation practice of a Ghanaian language (EG): Translation practice II
- Translation practice of a Ghanaian language (UP): Translation practice II
- Translation practice of a Ghanaian language (JHS): Translation practice II
- Creative writing of a Ghanaian language (JHS): Preparation of a creative writing of a Ghanaian language learning plan

<p>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.</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, 	<p>1.1 Listen and respond to an icebreaker.</p> <p>1.2 Critical friend to share comments on an observed lesson for discussion.</p> <p>1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you will build the lesson</p> <p>1.4 Read the introductory section of your respective lessons and up any concerns for discussion.</p> <p>1.5 Discuss the content and identify some distinctive scope of each lesson with the whole group.</p>	<p>20 mins</p>

<p>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.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Some distinctive scope of the lessons</p> <p>Example 1 <i>Translation practice of a Ghanaian language (EG, UP, JHS)</i></p> <p>Topic: oral interpretation practice 11 Distinctive scope: The lesson equips student teachers with more vocabularies to use in teaching all age phases</p> <p>Example 2 <i>Creative writing of a Ghanaian language (JHS)</i> Topic: preparation of a creative writing of a Ghanaian language lesson plan</p> <p>Distinctive scope: This gives student teachers the needed skills and knowledge to prepare a creative writing lesson plan of a Ghanaian language</p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.6 Discuss some artefacts that be included in the Professional Teaching Portfolio</p> <p>Examples of artefacts: <i>Pictures of things, learners marked exercises, sample of scheme of works etc</i></p>	
<p>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.</p>	<p>1.7 discuss the year 3 semester 2 classroom enquiry procedures of identifying learners' learning needs, activities, using post intervention data to bridge the learning gap. (<i>Refer to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook</i>)</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <ul style="list-style-type: none"> ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or 	<p>2.1 identify and discuss any new concept to be learnt in the respective lessons</p> <p>Examples of some new concept</p> <p>Example 1 <i>Translation practice of a Ghanaian language (EG, UP JHS)</i></p>	<p>15 mins</p>

<p>students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>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.</p>	<p>Topic: oral presentation practice 11 New concept: This lesson continues to give more vocabularies to teach in all the age phases</p> <p>Example 2: Creative writing of a Ghanaian language (JHS) Topic: Concept of lesson plan</p> <p>New concept: this gives student teachers the skills and knowledge to prepare a creative writing of a Ghanaian language lesson plan</p> <p>2.2 identify and discuss any potential barrier that can impede learning</p> <p>Some possible potential barriers</p> <p>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</p> <p>Example 2 Creative writing of a Ghanaian language (JHS) Topic: Preparation of a creative writing of a Ghanaian language lesson/learning plan Potential barrier: student teacher may not know a lesson plan for the creative writing component of Ghanaian Language.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making explicit 	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>Examples of Teaching and Learning Activities</p> <p>Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Translation practice II TLAs: Class discussions Group work, practical activity, presentations</p> <p>Example 2 Creative writing of a Ghanaian language (JHS) Topic: Component of a creative writing lesson plan</p>	<p>40 mins</p>

<p><i>links to the Basic School Curriculum</i></p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next 	<p>TLAs: <i>class discussions, group work, presentations</i></p> <p>3.2 Seek clarification from other members in the group on concept from the lesson you did not understand</p> <p>3.3 Discuss how GESI responsiveness ICT, 21st century skills will help in the delivery of Ghanaian language lesson in the Basic school curricula</p> <p>3.4 Suggest and discuss how GESI responsiveness, ICT and the 21st century skill can be integrated into a lesson delivery</p> <p>ways GESI can be integrated</p> <ul style="list-style-type: none"> <i>i) Assign leadership roles for both male and female learners</i> <i>ii) Use TLRs that are appropriate for all ability learners</i> <i>iii) Give attention to all learners</i> <p>Ways to integrate ICT tools</p> <ul style="list-style-type: none"> <i>i) Learner use available ICT tools like phones to search for appropriate information on a given link for a particular lesson</i> <i>ii) Project needed information on a particular lesson for learners</i> <p>Ways of developing the 21st century skills</p> <p><i>Example:</i> <i>Group work: (communication and collaboration, cultural identity, critical thinking and problem solving and leadership)</i></p> <p>3.5 Discuss the course assessment components in both courses that can be used to support student learning</p> <p><i>Note: the continuous assessment component for translation practice of a Ghanaian language and creative writing of a Ghanaian language manuals includes the subject project and subject portfolio.</i></p>	
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<p>lesson for student teachers</p>	<p>Examples of subject project in the specific courses:</p> <p>Example 1 <i>Translation practice of a Ghanaian language</i></p> <p><i>An assignment on text translation from English language to a Ghanaian language</i></p> <p>Example 2 <i>Creative writing of a Ghanaian language</i></p> <p><i>Students to write their own story on a specific theme as a project work.</i> <i>The assessment should be in line with NTEAP</i></p> <p>3.6 discuss year 3 STS classroom enquiry procedures of identifying learners' learning needs, proposing interventions activities and using the post intervention data to address any issues. (Refer to activities 8.2.3.1-8.2.3.4 of the year 3 STS handbook)</p>	
<p>4. Evaluation and review of session:</p> <p>7. Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>8. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Identify a critical friend to sit in one of their lessons and report at the next PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>NB: Read the PD and course manuals in preparation for the next PD session.</p>	<p>15 mins</p>

Tutor PD Session

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language

Translation Practice (EG, UP, JHS)

Creative Writing (JHS)

Administration and Management (UP)

Year 4

**Semester
2**

Tutor PD Session 12

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>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.</p>	<p>1.1 Discuss your previous experiences with lesson 11 and how these experiences are going to bear on lesson 12.</p> <p>1.2 In your mixed pairs (if appropriate) discuss the main purpose of the current PD Session and share your views.</p> <p><i>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.</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson twelve (12) and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples: Translation Practice: (LOs):</i></p>	<p>20 mins</p>

<p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>i. Demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</i></p> <p><i>ii. Demonstrate knowledge and skills in teaching comprehension & summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS 2f:13), (NTECF 4: 42), (IEP 5: 11).</i></p> <p><i>(LIs):</i></p> <p><i>i. Apply the skills in translating a given text from English to Ghanaian language or vice versa.</i></p> <p><i>ii. Apply their knowledge to teach translation.</i></p> <p><i>iii. To employ strategies that show individual diversity of the learners are considered.</i></p> <p>Creative Writing: <i>(LOs): Understand and interpret key features of creative writing of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).</i></p> <p><i>(LIs):</i></p> <p><i>i. Show their awareness of the existing learning outcomes of learners.</i></p> <p><i>ii. Factor individual learner’s diversity in planning and delivering lessons.</i></p> <p>Administration and Management <i>(CLO): Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and Community (NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o).</i></p> <p><i>(LIs):</i></p> <p><i>i. Identify the major National Teachers’ Standards that relate to their experiences.</i></p> <p><i>ii. Show evidence of understanding of how teachers could become good models in the school and community.</i></p> <p>Note: Refer to lesson 12 of the course manual for the learning outcomes and indicators.</p>	
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	<p>1.4 Refer to the lesson descriptions of lesson 12 and read and discuss those course descriptions.</p> <p>Examples: Translation Practice: <i>E.g. Translation Practice, as a course, is designed to introduce student teachers to understand the differences in written translation and oral interpretation.</i></p> <p>Creative Writing: <i>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.</i></p> <p>Administration and Management: <i>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.</i></p> <p>1.5 Discuss the distinctive features of lesson 12 and any challenging areas that might need some clarification.</p> <p>Examples of distinctive features: Translation Practice: <i>i. The concept of oral interpretation ii. The concept of translation practice. iii.</i></p> <p>Creative Writing: <i>i. The concept of lesson plan. ii. The concept of designing creative writing plan</i></p> <p>Administration and Management: <i>i. The concept of 21st century skills ii. The concept of professional standards and code of ethics.</i></p>	
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	<p>Examples of Challenging Areas</p> <p>Translation Practice: It is likely that student teachers may still have difficulty doing oral interpretation.</p> <p><i>These can be curbed by asking them to practise among themselves before and after lessons.</i></p> <p>Creative Writing: It is possible the student teachers have not seen lesson plan and its components.</p> <p><i>The teacher can show a lesson plan to the student teachers two weeks before the lesson.</i></p> <p>Administration and Management Student teachers may not be abreast with issues in basic education.</p> <p><i>This can be addresses when student teachers are given the fundamentals in basic education.</i></p>	
<p>If this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Intern Seminar.</p>	<p>Supporting Professional Teaching Portfolio (PTP)</p> <p>1.6 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.</p> <p><i>Examples of the need for PTP:</i></p> <ul style="list-style-type: none"> <i>i. It outlines teachers' accomplishments that may help them to gain employment or a higher-level position in the work force.</i> <i>ii. A teaching portfolio is a story about you and who you are as an educator.</i> <i>iii. It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.</i> <i>iv. It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and achievements.</i> <p>Guidance to Classroom Enquiry and Action Research Project Report Writing</p> <p>1.7 Discuss Year 3 Semester 2 classroom enquiry procedures of identifying learners' learning needs, proposing intervention activities, using</p>	

	post intervention data in bridging the learning gap and finally writing a report (<i>Refer to Activities 8.2.3.1 - 8.2.3.4 of Year 3 Semester 2 Handbook</i>)	
<p>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</p>	<p>1.8 Discuss some of the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills and which may be applicable to the world of work as you make transition from school to the contextual realities of the world of work as beginning teachers.</p> <p>Examples of GESI responsive activities: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task, using brailles and other needed SEN resources.</i></p> <p>Examples of CCI activities: <i>Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.</i></p> <p>Examples of ICT activities <i>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.</i></p> <p>Examples of 21st Century activities: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being</p>	<p>2.1 Discuss and focus on the identification of new concepts or learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Translation Practice: <i>The concept of oral interpretation</i></p>	15 mins

<p>introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Creative Writing: <i>The concept of preparation of creative writing lesson plan</i></p> <p>Administration and Management: <i>The concept of contemporary issues in basic school administration</i></p> <p>Examples of Potential Barriers</p> <p>Translation Practice: <i>The student teacher may not have all the vocabulary for the subjects taught in early grade or upper primary to do instant interpretation.</i></p> <p>Suggested Solution <i>Specific vocabularies in topical areas of the subject in the student teacher's discipline should be taught him or her earlier.</i></p> <p>Creative Writing: <i>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.</i></p> <p>Suggested Solution <i>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.</i></p> <p>Administration and Management: <i>Student teachers might not have had a preview of contemporary issues in basic school administration.</i></p> <p>Suggested Solution <i>Student teachers should be given the fundamentals in the administration of basic education.</i></p> <p>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.</p>	
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	<p>Examples: <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>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.</p> <p>Examples: <i>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.</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to 	<p>3.1 Discuss the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples of Teaching and Learning Activities: Translation Practice: <i>You will be tasked in your mixed ability groups to use available online tools to search online for the meaning of oral interpretation practice. This is followed by an oral presentation by student teachers on the basis of their research.</i></p> <p>Creative Writing: <i>You will be tasked to search online for information on the creative writing lesson plan.</i></p> <p>Administration and Management: <i>You will be tasked in your mixed ability groups to use available online tools to search online for the contemporary issues in basic school administration.</i></p> <p>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills 3.2 Discuss how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced</i></p>	

<p>support student teacher learning</p> <p>➤ Resources:</p> <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>through the integration of GESI, ICT and 21st century skills.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <i>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.</i></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>Again, refer 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)</i></p> <p>3.3 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Translation Practice: <i>Modeling the teaching of oral interpretation practice using available and appropriate ICT tools.</i></p>	
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	<p>Creative Writing: <i>Modeling the teaching of creative writing lesson plan using available and appropriate ICT tools.</i></p> <p>Administration and Management: <i>Modeling the teaching of 21st century teaching skills using available and appropriate ICT tools</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Translation Practice <i>A project work on conceptualising and providing context specific parameters for oral interpretation practice.</i></p> <p>Creative Writing: <i>Designing, in a form of graphic organiser, creative writing lesson plan.</i></p> <p>Administration and Management: <i>A project work on conceptualising 21st century teaching skills.</i></p>	
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	<p>3.5 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> 1. <i>Socrative - quizzes and questions with real-time grading.</i> 2. <i>Google Forms - easy to use.</i> 3. <i>Mentimeter - pre-built education templates.</i> 4. <i>Poll Everywhere - used by 300,000 teachers.</i> 5. <i>Kahoot - game-based assessment tool.</i> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Reflect on what you have learnt in the session and share your ideas with the class.</p> <p>4.2 Receive any critical friend who comes in to sit in your class.</p>	15 mins

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

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<p>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</p>	<p>The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.</p>
CONSTITUENTS	<p>Introduction: a clear statement of aim and purpose</p> <p>Methodology: what the student teacher has done and why to achieve the aim and purpose of the project</p> <p>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.</p> <p>Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p>Either 3 items of work produced during the semester or 2 items of work and a mid-semester assessment</p> <p>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</p> <p>The mid-semester assessment : case study, reflective note, quiz etc.</p>
WEIGHT	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> · Introduction – 10 	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of portfolio out of 100</p> <ul style="list-style-type: none"> · Each item of work - 30

	<ul style="list-style-type: none"> • Methodology – 20 • Substantive section – 40 • Conclusion – 30 	<ul style="list-style-type: none"> • Mid semester assessment - 30 - if applicable • Presentation and organisation of portfolio - 10
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 st C skills in teaching and learning	

Examples of course assessment components

Subject portfolio examples of items of work

Literacy:

- Reading log of children's literature
- Review of different types of writing and how to teach them
- Book summaries/reports
- Report on different purposes for and types of reading or writing
- Vocabulary achievement
- Schemes of work

Mathematics:

- Samples of problem solving with written explanations of how the problems were solved and how this can be taught
- Charts and graphs with written explanations of how and why they were created and how this can be taught
- Computer analyses conducted as well as use of software to teach mathematics and how effective they are
- Use indigenous knowledge in mathematics teaching.
- Schemes of work

Science

- Lab reports,
- Research reports
- Charts, graphs created
- Designs, TLMs, posters, worksheets
- Integrating indigenous knowledge into science teaching
- Schemes of work

Subject project examples

- *Pedagogic Studies*. What are the qualities you need to develop to be a good teacher? Reflect on your personal experiences, values, and background, the NTS and the expectations of, and vision for, the B.Ed.

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T-TEL Support Team	
Professor Jophus Anamuah-Mensah	T-TEL – T-TEL Board Chair
Professor Jonathan Fletcher	T-TEL – Key Advisor, Teaching & Learning Partnerships
Bea Noble-Rogers	T-TEL – International Teacher Education Curriculum Expert
Dinah Adiko	T-TEL – Key Advisor, Gender Equality and Social Inclusion
Beryl Opong-Agyei	T-TEL – National Teacher Education Coordinator
Marjorie Tackie	T-TEL – Gender Equality and Social Inclusion Coordinator
Hawa Nindow	T-TEL – University Coordinator
Peter Chammik Jayom	T-TEL – University Coordinator
Wilhemina Gyamfi	T-TEL – University Coordinator
Issahaku Abudulai	T-TEL – University Coordinator
Victor Sunkwa Asamoah	T-TEL – Education Advisor
James Adefrah	T-TEL – Education Advisor
Roger Kwamina Aikins	GM – Commercial (Oversees design, print and distribution)

SUBJECT WRITING TEAM

SUBJECT	NAME	INSTITUTION
Mathematics	Prof. Gabriel Asare Okyere	Kwame Nkrumah University of Science and Technology, Kumasi
	Eric Abban	Mt. Mary College of Education, Somanya
	Eric Kwame Austro Gozah	Dambai College of Education Dambai
	Akuffo Frank Assah	University for Development Studies, Tamale
French	Dr Stella Afi Makafui Yegblemenawo	Kwame Nkrumah University of Science and Technology, Kumasi
	Osmanu Ibrahim	Mt Mary College of Education, Somanya
	Felix Asare Odonkor	University of Education, Winneba
Language and Literacy	Prof. Charles Owu-Ewie	University of Education, Winneba
	Dr. Abraham Okrah	University of Ghana, Legon Accra
	Dr. Kwesi Adomako	University of Education, Winneba
	Dr. Yvonne Akwele Ollenu	University of Education, Winneba
	Dr. Sarah Emma Eshun	University of Education, Winneba
	Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of Education, Wa
	Comfort Dorvlo	Accra College of Education, Accra
	Freda Asante-Kumi	Accra College of Education, Accra
	Awudu Rafick	University for Development Studies, Tamale
PEMD	Justice Gideon Adjerakor	University of Education, Winneba
	Godfred Teye Mensah Akuffo	Bia Lamplighter College of Education, Sefwi Debiso
	Philemon D.K. Agbenyega	Dambai College of Education, Dambai
	Dr. Emmanuel Osei Sarpong	University of Education, Winneba
Pedagogy	Prof. Winston Kwame Abroampa	Kwame Nkrumah University of Science and Technology, Kumasi
	Dr. Maxwell Kwesi Nyatsikor	University for Development Studies, Tamale
	Dr. John Sedofia	University of Ghana, Legon Accra

	Prof. Dandy George Dampson	University of Education, Winneba
	Fadilata Seidu	Nusrat Jahan Ahmadiyya College of Education, Wa
	Kweku Essia Donkor	University of Education, Winneba
	Dr. Yaw Nyadu Offei	University of Education, Winneba
	John Aditorem	Tumu College of Education, Tumu
Science	Prof. Rueben Yao Tamakloe	Kwame Nkrumah University of Science and Technology, Kumasi
	Maxwell Bunu	Ada College of Education, Ada
	Valentina Osei-Himah	Atebubu College of Education, Atebubu
	Comfort Korkor Sam	University for Development Studies, Tamale
	Ambrose Ayikue	St. Francis College of Education, Hohoe
ICT	Victoria Boafo	Mampong Technical College of Education, Ashanti Mampong
	Richard Adusei	University for Development Studies, Tamale
	Paul Mensah	St. Louis College of Education, Kumasi
TVET	Rev. Dr. Nyuieko Avotri	Former Principal, Mampong Technical College of Education, Ashanti Mampong
	Michael Eco Adixey	Akatsi College of Education, Akatsi
	Rev Godwin Gbadagba	Dambai College of Education, Dambai
	David Ankutse	Accra College of Education
	Grace Annagmeng Mwini	Tumu College of Education
	Rejoice Makafui Tsotorvor	Akatsi College of Education, Akatsi
Social Sciences	Dr Dacosta Aboagye	Kwame Nkrumah University of Science and Technology, Kumasi
	Dr. Mohammed Adam	University of Education, Winneba
	Tia Yahaya	Tamale College of Education, Tamale
	Stephen Koomson	St Vincent College of Education, Yendi
	Joseph Mihaye	Accra College of Education, Accra
	Ibrahim Abudulai	Gambaga College of Education, Gambaga
	Limpu Isaac Digbun	Bagabaga College of Education, Tamale
	Felix Dongballe	McCoy College of Education, Nadowli
	Burukum Achor	Dambai College of Education, Dambai
	Mercy Sarpong Mintah-Botchey	Presbyterian College of Education, Akropong
	Salifu Fawzi Rahaman	Nusrat Jahan Ahmadiyya College of Education, Wa

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T-TEL Support Team	
Professor Jophus Anamuah-Mensah	T-TEL – T-TEL Board Chair
Professor Jonathan Fletcher	T-TEL – Key Advisor, Teaching & Learning Partnerships
Bea Noble-Rogers	T-TEL – International Teacher Education Curriculum Expert
Dinah Adiko	T-TEL – Key Advisor, Gender Equality and Social Inclusion
Beryl Opong-Agyei	T-TEL – National Teacher Education Coordinator
Marjorie Tackie	T-TEL – Gender Equality and Social Inclusion Coordinator
Hawa Nindow	T-TEL – University Coordinator
Peter Chammi Jayom	T-TEL – University Coordinator
Wilhemina Gyamfi	T-TEL – University Coordinator
Issahaku Abudulai	T-TEL – University Coordinator
Victor Sunkwa Asamoah	T-TEL – Education Advisor
James Adefrah	T-TEL – Education Advisor
Roger Kwamina Aikins	GM – Commercial (Oversees design, print and distribution)

SUBJECT WRITING TEAM

SUBJECT	NAME	INSTITUTION
Mathematics	Prof. Gabriel Asare Okyere	Kwame Nkrumah University of Science and Technology, Kumasi
	Eric Abban	Mt. Mary College of Education, Somanya
	Eric Kwame Austro Gozah	Dambai College of Education Dambai
	Akuffo Frank Assah	University for Development Studies, Tamale
French	Dr Stella Afi Makafui Yegblemenawo	Kwame Nkrumah University of Science and Technology, Kumasi
	Osmanu Ibrahim	Mt Mary College of Education, Somanya
	Felix Asare Odonkor	University of Education, Winneba
Language and Literacy	Prof. Charles Owu-Ewie	University of Education, Winneba
	Dr. Abraham Okrah	University of Ghana, Legon Accra
	Dr. Kwesi Adomako	University of Education, Winneba
	Dr. Yvonne Akwele Ollenu	University of Education, Winneba
	Dr. Sarah Emma Eshun	University of Education, Winneba
	Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of Education, Wa
	Comfort Dorvlo	Accra College of Education, Accra
	Freda Asante-Kumi	Accra College of Education, Accra
	Awudu Rafick	University for Development Studies, Tamale
PEMD	Justice Gideon Adjerakor	University of Education, Winneba
	Godfred Teye Mensah Akuffo	Bia Lamplighter College of Education, Sefwi Debiso
	Philemon D.K. Agbenyega	Dambai College of Education, Dambai
	Dr. Emmanuel Osei Sarpong	University of Education, Winneba
Pedagogy	Prof. Winston Kwame Abroampa	Kwame Nkrumah University of Science and Technology, Kumasi
	Dr. Maxwell Kwesi Nyatsikor	University for Development Studies, Tamale
	Dr. John Sedofia	University of Ghana, Legon Accra

	Prof. Dandy George Dampson	University of Education, Winneba
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	Richard Adusei	University for Development Studies, Tamale
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	Rejoice Makafui Tsotorvor	Akatsi College of Education, Akatsi
Social Sciences	Dr Dacosta Aboagye	Kwame Nkrumah University of Science and Technology, Kumasi
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	Joseph Mihaye	Accra College of Education, Accra
	Ibrahim Abudulai	Gambaga College of Education, Gambaga
	Limpu Isaac Digbun	Bagabaga College of Education, Tamale
	Felix Dongballe	McCoy College of Education, Nadowli
	Burukum Achor	Dambai College of Education, Dambai
	Mercy Sarpong Mintah-Botchey	Presbyterian College of Education, Akropong
	Salifu Fawzi Rahaman	Nusrat Jahan Ahmadiyya College of Education, Wa

