TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education Social Science Year 4

HANDBOOK FOR TUTORS















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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

Tutor PD Sess	ion 1		
Level: JHS			
Subject: Social Science		Semester 2	
Year 4			
Tutor PD Sessio	on for Lesson 1 in the Course	e Manual	
SUBJECT: GEOGRAPHY			
Courses:			
a. Physical Geography (lesson			
b. Population and Developme	nt (Lesson 1: Basic concepts	and tools in popula	ation
studies)			
SUBJECT: HISTORY			
Courses:			
a. History of Gender and cultu	re in Ghana (Lesson 1. Intro	ductory lesson)	
b. History of science and techr	•		
s. mistory of science and tech		· • · · · · · · · · · · · · · · · · · ·	
SUBJECT: SOCIAL STUDIES			
Courses:			
a. Regional integration and int	ternational relations (Lessor	1: understanding	the
concept of diplomacy and d	-	Ū	
b. Youth and national develop	-	n/conceptual issue	s and
current status of the youth)	•		
SUBJECT: RME			
Courses:			
a. Critical and moral issues I (l	esson 1: Introduction to the	course)	
b. Theories of religious and me	oral development (lesson 1:	Introduction to the	e course)
Focus: the bullet points provide	Guidance Notes on Tutor	Activity during	Time in
the frame for what is to be done	the PD Session. What PD S	ession	session
in the session. The SWL should	participants (Tutors) will de	o during each	
use the bullets to guide what	stage of the session.		
they write for the SL/HoD and			
tutors to do and say during each			
session. Each bullet needs to be			
addressed and specific reference			
should be made to the course			
manual/s.			
1a Introduction to the semester –	1.1 Sit according to your su	•	20 mins
in session one	1.1 Sit according to your su Geography, History, Social	•	20 mins
in session one ≻ Overview of subject/s age	Geography, History, Social	studies and RME	20 mins
 in session one ➢ Overview of subject/s age level/s to be covered in the 	Geography, History, Social 1.2 Refer to your course m	studies and RME anual to read the	20 mins
 in session one ➢ Overview of subject/s age level/s to be covered in the PD sessions and guidance on 	Geography, History, Social 1.2 Refer to your course m overview of your courses,	studies and RME anual to read the aking note of the	20 mins
 in session one ➢ Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to 	Geography, History, Social 1.2 Refer to your course m overview of your courses, course descriptions and co	studies and RME anual to read the aking note of the urse goals.	20 mins
 in session one ➢ Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s. 	Geography, History, Social 1.2 Refer to your course m overview of your courses,	studies and RME anual to read the aking note of the urse goals.	20 mins
 in session one ➢ Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s. ➢ Introduction to the course 	Geography, History, Social 1.2 Refer to your course m overview of your courses, course descriptions and co Examples of Course Descri	studies and RME anual to read the aking note of the urse goals. ptions and Goals:	20 mins
 in session one ➢ Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s. 	Geography, History, Social 1.2 Refer to your course m overview of your courses, course descriptions and co	studies and RME anual to read the aking note of the urse goals. ptions and Goals:	20 mins

	This secure costs to advance student
Overview of course learning	This course seeks to advance student
outcomes	teachers knowledge on the basic concept of
Introduction to the two	population, how they are measured and
continuous assessment	their relevance.
components to be undertaken	
in each subject during the	Goal:
semester (See Course	The goal of this course is to introduce
Assessment Components	student teachers to population,
Appendix NB in subjects	environment and development
where there are no	interrelationship using global examples with
assessment components in	special emphasis on sub-Saharan Africa
the course manuals examples	
will need to be provided by	History of Gender and Culture in Ghana:
the SWL for the SL/HoD	The course seeks to address gender
	stereotypes and misconceptions that
1b Introduction to the session	
	student teachers have been exposed to and
Review prior learning	have imbibed as social beings in the
Reading and discussion of the	Ghanaian society.
introductory sections of the	
lesson up to and including	Goal:
learning outcomes and	The goal for this course is to expose student
indicators	teachers to the concept of gender, the
Overview of content and	impact of culture on gender and the ideas of
identification of any distinctive	femininity and masculinity in contemporary
aspects of the lesson/s,	Ghana.
NB The guidance for SL/HoD	
should identify, address and	Regional Integration and International
provide explanations for any areas	Relations:
where tutors might require	This course intends to build the knowledge
clarification on an aspect of the	and understanding of student teachers on
lesson.	the different perspective of regional
NB SL/HoD should ask tutors to	integration in Africa as well the changing
plan for their teaching as they go	aspect of international relations
through the PD session	
	Goal:
	Regional integration and international
	relations aspire to imbue with student
	teachers with knowledge and understanding
	the different perspectives of regional
	integration in Africa as well as the changing
	aspect of international relations.
	Critical and Moral Issues:
	This course seeks to expose student teachers
	to contemporary moral issues. Such topics
	include but not limited to bribery and
	corruption, cyber fraud, teenage pregnancy,

euthanasia, suicide, abortion, mob justice
and issues relating to the environment, and
suggest strategies for teaching them.
Goal:
The main goal for RME is to develop
religious and moral principles in learners
thereby enabling them to grow up as
religious, moral and responsible adults able
to make sound decisions in today's changing
world.
wond.
1.3 Discuss in your subject groups the
contextual issues within which your course
is designed
Examples of Contextual issues:
Examples of Contextual issues:
Physical Geography:
The previous courses did not provide a
deeper understanding of physical geography
and does not provide the student teacher
the scientific understanding of the physical
processes that shape the earth's surface and
the impact of human activities on these
physical processes.
History of Science and Technology
History of Science and Technology:
The history of Ghana has since 19 th Century
been written to emphasize the rise and fall
of kingdoms and states and on social and
economic activities. The course therefore
seeks to introduce the study of skill
acquisition throughout history in the
Ghanaian society.
Youth and National Development:
The youth are the important human
resource with the potential to contribute
enormously to national development if they
are sufficiently empowered and given the
necessary assistance. Many of them
however believed that they are not given the
opportunity to contribute meaningfully to
national development. Discussions about the
youth have centred more on crime, drug
abuse and many negative issues to the
neglect of the potential they possessed to

contribute to community and national	
development when they are giving the	
opportunity	
Theories of Religious and Moral	
Development:	
There is the misconception that religious	
practitioners without requisite training in the	
subject can be made to teach it. In order to	
redirect the focus of RME to emphasize the	
practice of positive behaviours, there is the	
urgent need for student teachers to be	
trained to be more efficient at using	
pedagogical tools to teach and assess	
learners' behaviour and attitudes.	
1.4 Read out the course learning outcomes	
from your course manual for discussion.	
Examples CLOs and CLIs	
Physical Geography:	
CLOs	
Describe the earth minerals and rock types	
CLIS	
Identify the major minerals and their	
constituents in the types of rocks	
History of Science and Technology	
CLOs	
Understand the earliest forms and external	
influence of science and technology in Ghana	
(NTS 2c p. 13, NTECF p. 45)	
CLIs	
<i>i.</i> Explain the earliest developments in	
science and technology in Ghana	
<i>ii. Describe the impact of Europeans at</i>	
science and technology on that of	
indigenous Ghanaian society	
Youth and National Development	
CLOs	
Appreciate the current status and challenges	
of the youth (NTS 2c, e, and f: NTECF p. 20-	
22; p. 45-46)	
CLIs	

<i>i.</i> Describe the current status of the	
youth	
<i>ii.</i> Evaluate the challenges of the youth	
Theories of Religious and Moral	
Development:	
CLOs	
Demonstrate understanding and	
appreciation of religious and moral	
development theories and apply them in line	
with religious and moral needs of learners	
-	
(NTS 2f; NTECF p 20)	
CLIs	
<i>i.</i> Discuss the implications of the	
theories of teaching and learning	
<i>ii.</i> Appraise the relevance of	
developmental theories to teaching	
and learning	
ana icarning	
1 C Dood the access out company on the in	
1.5 Read the assessment components in	
your course manuals and discuss how	
they are to be implemented in line with	
the NTEAP.	
For example	
Overall weighting of Subject project = 30%	
Weighting of individual parts of project out	
of 100%:	
Introduction – 10	
Methodology – 20	
Substantive section – 40	
Conclusion – 30	
Examples of subject projects:	
Geography (Population, Environment and	
Development):	
Field visit with a check list to identifiable	
-	
natural and cultural resources site to record	
population and resource utilization and	
present a report	
History (history of Gender and Culture in	
Ghana):	
Use the book Changes: A Love Story; to	
discuss the concepts of gender (femininity	
and masculinity) in contemporary Ghanaian	

society. Present your findings in class at the 8 th week	
Cocial Studios (Donional Internation and	
Social Studies (Regional Integration and International Relations):	
In groups, student teachers create concept	
maps to identify and explain the differences	
between diplomacy and diplomatic relations	
as well as types of diplomacy in international	
relations.	
RME (Critical and Moral Issues):	
Social media project: Task student teachers	
to create a page/blog or group on social	
media with the focus on one of the moral	
issues discussed in this course. They should	
publicize their project to get at least 200	
followers and engaged followers weekly, discussing various dimensions of the moral	
problem, and working together to take an	
action towards curbing the identified social	
ills.	
Power point presentation	
Overall weighting of Subject Portfolio =	
30%	
Weighting of individual parts of portfolio out	
of 100%:	
(a). Each of the three (3) items (e.g., quizzes,	
assignment, exercises, presentations,	
projects sample lesson plans, teaching	
philosophies etc.) selected by the student	
teacher is 30 % making up 90%.	
End of semester examination 40%	
Summative assessment from lesson 1 to 12	
1B	
1.6 Share your experiences of year three	
semester 2 PD sessions and how you applied	
the activities and methods in your lesson	
(positives and challenges you encountered in the classroom)	
in the classroom).	
Examples of anticipated challenges:	
➢ Use of ICT	
How to integrate GESI and ICT in	
lesson delivery	

How to manage large class size etc.	
 Unstable internet connectivity 	
 Power outages 	
•	
The six weeks virtual learning made	
the implementation of PD sessions	
ineffective.	
1.7 Read the introduction part of lesson 1 of	
your course including lesson description and	
student teachers' previous knowledge.	
Examples of lesson descriptions:	
Geography (The solar system):	
The lesson provides the tutor and student	
teacher the opportunity to understand the	
solar system, the earth planetary system and	
the motion of the earth.	
History (History af Arts, Science and	
Technology):	
As an introductory lesson it seeks to dispel	
the erroneous notion of either non-existing	
or unproductive economy prior to foreign	
contact and engagement.	
Social Studies (Youth and National	
Development):	
In this lesson student teachers will be given	
the opportunity to discuss the concepts of	
youth and development. In discussing the	
concept "youth", student teachers should be	
made to distinguish its conceptualization	
globally and how it is defined.	
RME (Critical and Moral Issues):	
In this lesson student teachers will be	
exposed to the course learning outcomes	
including expectations for the three	
assessments through interactive pedagogies.	
5 1 5 5	
Examples of prior knowledge:	
Geography (The solar system):	
Knowledge from the biophysical	
environmental systems in the second year is	
expected to give student teachers	
background understanding in physical	
geography that will be helpful in this lesson.	

	History (History of Arts Science and
	History (History of Arts, Science and Technology):
	From the course (Economic History of Ghana
	– Pre-Colonial Times to The End of the
	Colonial Period), students have prior
	knowledge of productive scientific and
	technological engagements in craft, mining
	and agriculture.
	Social Studies (Youth and National
	Development):
	Student teachers are in their youth and are
	familiar with some of the challenges they
	faced.
	RME (Critical and Moral Issues):
	Student teachers know some bit and pieces
	of theories of religious and moral
	development through their participation as
	practitioners and observers of religious and
	moral practices.
	1.8 Read out and engage in shower thought
	for the linkages between the lesson learning
	outcomes and learning indicators of lesson 1
	of your course.
	Examples of LOs and LIs:
	Geography (Population, Environment and
	Development:
	LO
	Familiarise with population terms and
	concepts
	LIs
	Describe the population terms and concepts
	in their own words
	History (History of Gender and culture in
	Ghana):
	10
	Demonstrate understanding of the course
	requirement and expectation for the
	semester.

 · · · · · · · · · · · · · · · · · · ·
LIS
Identify and discuss some of the
expectations of the course.
Social Studies (Regional Integration and
International Relations):
LO
Engage in an informed discussion on the
organs, roles and accomplishment of the
ECOWAS, AU, CN and UN. (NTS 1e; NTECF
p.27-29, 38-40)
LIs
Identify significant accomplishment chalked
by the ECOWAS, AU, CN, and UN to date
RME (Theories of Religious and Moral
Development):
LO
Demonstrate knowledge and understanding
of the nature of the course
LIS
i. Asking questions and providing
answers relating to the nature of the
course
ii. Agreement to and acceptance of
conditions and terms for teaching and
learning
1.9 Identify the distinctive features of lesson
one of your courses from the course
manual.
Geography (solar system):
i. Definition and components of the solar
system-the universe
ii. Earth planetary system –earth shape
and size
iii. Earth motions (rotation and revolution)
History (Introductory Lesson):
i. Course requirements and expectation
for the semester
ii. What are Arts, science and technology
and why is it relevant

	iii. Assessment modes	
	Social Studies (Understanding the Concept	
	of Diplomacy and Diplomatic Relations):	
	i. Lesson introduction to course	
	manual/lesson	
	ii. The meaning of conflict	
	iii. Differences between diplomacy and	
	diplomatic relations	
	iv. Types of diplomacy and international	
	relations	
	v. Teaching the basic school curriculum	
	RME (Introduction to the Course):	
	i. Expectations	
	Description and background of Goldman	
	theory of religious development	
As this course is dealing with	1.10 Read pages 114-118 of the year 3 STS	
supporting and or assessing the	manual on professional teaching portfolio.	
Professional Teaching Portfolio		
Development or the Classroom	1.11. Discuss ways through which student	
Enquiry and Action Research	teachers could be assisted to build their	
Project Report writing. Tutors	teaching portfolio.	
need to be provided with		
guidance on what to do including	E.g., The content of Professional teaching	
organisation of Post Intern	portfolio includes:	
Seminar.	✓ Personal teaching philosophy	
	✓ Students' reflective journals	
	✓ Samples of work the student teacher	
	has graded, showing their	
	comments.	
	 Link tutor's assessment comments 	
	1.12 Read from pages 91-99 of year 3 STS	
	manual on Action Research	
	1.13 Discuss how you will assist student	
	teachers to write their reports on classroom	
	enquiry and action research that was	
	carried out during first semester of year 4	
	STS	
	Example:	
	 Description of post intervention data 	
	collection	
	 Analysis and discussion of post 	
	intervention data collection	

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	 ✓ Comparing post and pre-intervention results for interpretation ✓ Writing findings, conclusions and recommendation of the study 1.14 Discuss how you will assist student teachers to prepare for the world of work taking into consideration how to integrate GESI, CCI, ICT as beginning teachers etc examples: ✓ How to prepare for the licensure examination. ✓ How to manage placement issues. ✓ Community engagement ✓ How to handle controversial issues GESI ✓ Assign leadership roles to males, females and people with different forms of disabilities in groups. 	
 2 Concept Development (New learning likely to arise in lesson/s): > Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Brainstorm the likely new concepts from lesson one of your courses Examples of new concepts: Geography (Basic Concepts and Tools in Population Studies): Demography, population change, population density, birth rate, mortality and death rate. History (Introductory Lesson): Gender stereotyping, femininity, masculinity, gender and culture Social Studies (Understanding the Concepts of Diplomacy and Diplomatic Relations): Diplomacy, diplomatic relations, integration RME (Introduction to the Course): Bribery, corruption 2.2 In your subject areas identify the possible barriers to the teaching and learning of lesson one of your courses. 	15 mins

	Examples:
	Geography –Basic concepts and tools in population studies:
	Abstracts and theoretical concepts as well
	as minor statistical computation may be a
	challenge to some student teachers.
	History – Introductory Lesson:
	Students' cultural and religious backgrounds
	may affect their appreciation of gender issues in contemporary Ghana.
	Social Studies - Understanding the Concepts of Diplomacy and Diplomatic
	Relations:
	The possibility of some student teachers
	having had some of their relatives deported
	from other countries or being victims of
	abuse in some countries could affect their appreciation of International Relations.
	appreciation of international relations.
	RME - (Introduction to the Course): Some
	students might be engaged in corrupt
	practices including cheating in examinations
	and may therefore have challenges
	accepting the meaning of corruption.
	2.3 Brainstorm the appropriate strategies
	you will use to assist student teachers to
	appreciate these concepts and overcome
	the barriers. E.g., brainstorming, group
	activities, etc.
3.Planning for teaching, learning	3.1 Refer to the course manuals in your
and assessment activities for the lesson/s	subject groups and discuss the teaching and
 Reading and discussion of 	learning activities for lesson 1.
the teaching and learning	Examples:
activities	Geography: (Solar System):
 Noting, addressing, and 	Tutor introduces the lesson to students by
explaining areas where	explaining the solar system.
tutors may require	
clarification	History: (Introductory Lesson):
Noting opportunities for	Tutor leads student teachers to read
making <i>explicit</i> links to the	through the course learning outcomes and
Basic School Curriculum	discuss how the lessons will be structured.

4	Noting opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	Social Studies: (Introduction/Conceptual Issues and Current Status of the Youth in Ghana): KWL, Shower thought, Differentiated task grouping	
	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	 RME: (Introduction to the Course): Tutor facilitates the review of Student teacher previous knowledge through questioning and also supports student teacher transition to the new lesson with the use of KWL method. 3.2 Read over the teaching and learning 	
	 learning Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, 	 activities in your course manual and identify possible areas you may need clarification for discussion. 3.3 Brainstorm how to assist student teachers to appreciate these teaching and learning activities to be able to apply them in teaching the Basic School Curriculum. 	
	 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 	 For example Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum. Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class 3.4 Discuss the teaching and learning activities and explain how you could assist student teachers to integrate issues of GESI, 	
	Tutors should be expected to have a plan for the next lesson for student teachers	ICT and the 21 st Century Skills in their lessons. Examples: GESI Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and	
		 physical disability. Paying attention to people with different learning preferences 	

Assign leadership roles to males,
females and people with different forms
of disabilities in groups.
, , , , , , , , , , , , , , , , , , , ,
ICT
✓ How to assist student teachers to
use:
 ✓ PowerPoint to present their lessons
during peer teaching.
✓ Smart phones to search for relevant
information on Google and other
search engines.
seurch engines.
21 st Century Skills
✓ Use of smart phones and PowerPoint
presentations to develop:
✓ digital literacy skills
 ✓ Innovation and creativity
• Innovation and creativity
Use of group discussion to develop:
 ✓ communication and Collaboration
skills
✓ Leadership and personal development
development
 ✓ Critical thinking and problem-solving skills
SKIIIS
3.5 Refer to your course manuals in your
subject groups to identify and discuss the
continuous assessment opportunities in
lesson 1 in line with the NTEAP.
lesson I in line with the NTEAP.
Examples:
Geography: (Solar System):
Student teachers describe the shape of the
earth
History: (Introductory Lesson):
Student teachers discuss key concepts and
terms in gender studies
Social studies: (Understanding the Concepts
of Diplomacy and International Relations:
Reflective paper on the importance of
diplomacy in personal life and human
relations.

		1
	RME: (Bribery and Corruption):	
	Student teachers answer questions orally on	
	the requirements of the three components	
	and expectation for each one of them.	
	3.6 Identify relevant teaching and learning	
	resources that can be used to teach lesson 1	
	of your various courses.	
	Examples:	
	Geography: (The Solar System):	
	Course manual, maps and globe, YouTube	
	videos, laptops, projectors etc	
	History:(Introductory Lesson):	
	Primary data (pictures, videos/documentary,	
	archival documents), computers, laptops,	
	LCD projectors etc	
	[]	
	Social Studies: (Introduction/Conceptual	
	Issues and Current Status):	
	Audio-visual equipment and video clips on	
	law and order, pictures and posters	
	depicting orderliness and disorderliness	
	RME: (Introduction to the Course):	
	Whiteboard, markers, smart phones,	
	computers, course outlines etc.	
	2.7 Propers a detailed plan for student	
	3.7 Prepare a detailed plan for student teachers to ensure efficient lesson delivery	
4. Evaluation and review of	4.1 Reflect and write down the main themes	15 mins
session:	discussed in the PD session.	T2 IIIII12
5551011.		
a. Tutors need to identify critical	4.2 Share your points with colleagues in	
friends to observe lessons and	your group and then with the larger group.	
report at next session		
	4.3 Identify a critical friend to observe your	
b. Identifying and addressing any	lessons and give feedback to you and report	
outstanding issues relating to the	during PD session 2.	
lesson/s for clarification		
	4.4 Ask further questions for clarification if	
	any.	
	4.5 Read lesson 2 from your course manual	
	for the next PD session.	

Tutor PD Session 2			
Levels: JHS	Name of Subject: Soc	ial Science	
Tutor PD Session for Lesson 2 in the Course Manual SUBJECT: GEOGRAPHY Courses: a. Physical Geography (lesson 2: Structure of the earth, Minerals and Rocks the Earth) b. Population and Development (Lesson 2: Major population doctrines, theories and models I)			
 SUBJECT: HISTORY Courses: a. History of Gender and culture in Ghana (Lesson 2: Key terms) b. History of science and technology (Lesson 2: Earliest Science and technology in Ghana: health care systems in pre-colonial Ghana) 			
 SUBJECT: SOCIAL STUDIES Courses: a. Regional integration and international relations (Lesson 2: The significance of Diplomacy in international Relations) b. Youth and national development (Lesson 2: Challenges of the Youth) SUBJECT: RME Courses: 			
 a. Critical and moral issues I (lesson 2: Bribery and Corruption) b. Theories of religious and moral development (lesson 2: Theories of Religious Development) 			
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	
 1b Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any 	 1.1 Share your experiences of year 4 semester 2 PD session 1 and how you applied the activities and methods in your lesson taking into consideration benefits and challenges you encountered in the classroom). Examples of anticipated challenges: > How to integrate GESI and ICT in lesson delivery 	20 mins	

distinctive aspects of the lesson/s,

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

- Unstable internet connectivity
- Power outages
- Virtual learning and its effect on the implementation of PD sessions.

1.2 Read the introduction part of lesson 2 of your course including lesson description and student teachers' previous knowledge, learning outcomes and learning indicators.

Examples of lesson descriptions: Geography (Physical Geography):

The lesson provides the student teachers knowledge on structure, minerals and rock types of the earth. These provide the fundamentals for understanding the internal processes of the earth.

History (History of Science and Technology):

This lesson seeks to introduce student teachers to the basic component of the precolonial health care system as part of Scientific and Technological development in Ghana.

Social Studies (Youth and National Development):

The lesson focuses on the challenges faced by the youth. It examines these challenges at two levels: the global perspective and the Ghanaian context. In each case studentteachers are expected to discuss the challenges within the political, social and economic contexts.

RME (Critical and Moral Issues I):

This lesson is focused on bribery and corruption, a social canker phenomenon with moral underpinnings. Through interactive pedagogies, student teachers will be exposed to a deepened understanding so that they are able to teach the concept in RME.

Examples of prior knowledge:

Geography (Physical Geography):

Student-teachers have been introduced to sub-	
surface processes in biophysical environmental	
systems in the second year and are	
knowledgeable about basic concepts internal	
processes. Where this knowledge is lacking,	
the tutor should give a brief introduction to it.	
History (History of Science and Technology):	
Student teachers are familiar with health care	
activities from the various societies they come	
from.	
Jion.	
Social Studies (Youth and National	
Development):	
Have previous knowledge on the concepts of	
Youth and national development as well status	
of the youth.	
RME (Critical and Moral Issues):	
Student teachers have experienced bribery	
and corruption either victims or beneficiaries.	
1.3 Read out and shower thought for the	
linkages between the lesson learning	
outcomes and learning indicators of lesson 2	
of your course.	
of your course.	
Examples of LOs and LIs:	
Geography (Population and Development):	
LO	
Familiarize with the Malthusian theory.	
LI	
Student - Teachers should be able to explain	
the Malthusian Theory	
History (History of Gender and culture in	
Ghana):	
LO	
Demonstrate understanding of some Key	
terms in Gender History	
Mention and explain key terms in Gender	
History.	

Social Studies (The significance of Diplomacy in international Relations):
10
Demonstrate knowledge and understanding of who a diplomat is
Explain the meaning of diplomat
Explain the meaning of alplomat
RME (Theories of Religious Development):
LO
Explain religious developmental theory by
Goldman with appropriate
Goldman with appropriate
<i>Describe the theory of religious development</i>
by Roland Goldman
1.4 Identify the distinctive features of lesson 2
1.4 Identify the distinctive features of lesson 2
of your course from the course manual.
Community (Rhusian) Community)
Geography (Physical Geography)
<i>i.</i> Structure of the earth
ii. Minerals and rocks of the earth
iii. The rock cycles
History (History of science and technology):
<i>i.</i> Nature of Indigenous Ghanaian health care
delivery system before the colonial period.
ii. Indigenous Ghanaian Medicinal processes
iii. Religious dimensions of indigenous health
care
Social Studies (Regional Integration and
International Relations):
i. Who is a Diplomat
ii. Diplomatic Functions
iii. The importance of Diplomacy in
international relations
iv. Diplomacy in Personal life and human
relation
RME (Critical and Moral Issues I):
i. The Nature of Bribery & Corruption
ii. Meaning bribery and corruption
iii. Causes and effects of bribery and
corruption

	iv. Solutions to bribery and corruption
As this course is dealing with	1.5 Read pages 114-118 of the year 3 STS
supporting and or assessing	manual on Professional Teaching Portfolio.
the Professional Teaching	manual on Processional reaching Portfolio.
	1.6. Discuss ways through which student
Portfolio Development or the	1.6. Discuss ways through which student
Action Research Project	teachers could be assisted to build their
Report writing. Tutors need to	teaching portfolio.
be provided with guidance on	
what to do including	Eg. The content of Professional Teaching
organisation of Post Intern	Portfolio includes:
Seminar.	I. Personal teaching philosophy
	II. Students' reflective journals
	III. Samples of work the student teacher
	has graded, showing their comments.
	IV. Link tutor's assessment comments
	1.7 Read from pages 91-99 of year 3 STS
	manual on Action Research
	1.8 Discuss how you will assist student
	teachers to write their reports on classroom
	enquiry and action research that was carried
	out during first semester of year 4 STS
	Example:
	<i>I.</i> Description of post intervention data
	collection
	II. Analysis and discussion of post
	intervention data collection
	III. Comparing post and pre-intervention
	results for interpretation
	IV. Writing findings, conclusions and
	recommendation of the study
For each session remember	
	1.9 Discuss how you will assist student
this is the final semester	teachers to prepare for the world of work
before Students start teaching	taking into consideration how to integrate
provide prompts to help	GESI, CCI, and ICT as beginning teachers etc.
support this transition for	
planning and give regard for	Examples:
GESI, CCI, ICT etc	i. How to prepare for the licensure
	examination.
	ii. How to manage placement issues.
	iii. Community engagement
	iv. How to handle controversial issues
	GESI

	i. Assign leadership roles to males, females and people with different forms of disabilities in groups.	
2 Concept Development (New learning likely to arise in	2.1 Brainstorm the likely new concepts from lesson 2 of your course	15 mins
 lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new 	Examples of new concepts: <i>Geography (Population and Development):</i> <i>Malthusian theory, Neo-Malthusian and</i> <i>Marxist theory</i>	
concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD	History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal	
should set out what they need to do to introduce and explain the issues/s with tutors	processes and Religious dimensions of indigenous health care.	
	Social Studies (Regional Integration and International Relations): Diplomacy, Diplomatic relations	
	RME (Critical and Moral Issues): Bribery, Corruption	
	2.2 In your subject areas identify the possible barriers to the teaching and learning of lesson 2 of your courses.	
	Examples: <i>Geography – Population and Development:</i> <i>Generally, luck of funds and logistics to</i> <i>undertake field studies could be a barrier.</i>	
	<i>History – History of Science and Technology:</i> <i>Student teachers may project their</i> <i>contemporary understanding of science and</i> <i>technology, Industrial and trading activities.</i>	
	Social Studies - Regional Integration and International Relations: Lack of appreciation of the importance of global citizenship and diplomatic relations	
	RME - Critical and Moral Issues:	

	Ctudent teachers might think of the
	Student teachers might think of the
	phenomenon as distant from themselves
	2.3 Brainstorm the appropriate strategies you
	will use to assist student teachers to
	appreciate these concepts and overcome the
	barriers. E.g., brainstorming, group activities,
	etc.
3.Planning for teaching,	3.1 Refer to the course manuals in your
learning and assessment	subject groups and discuss the teaching and
activities for the lesson/s	learning activities for lesson 2.
 Reading and discussion 	
of the teaching and	Evamples
_	Examples:
learning activities	Geography: (Physical Geography):
Noting, addressing, and	Tutor introduces the lesson to the student -
explaining areas where	teachers by discussing the formation of the
tutors may require	atmosphere.
clarification	
Noting opportunities	History: (History of Gender and Culture in
for making <i>explicit</i> links	Ghana):
to the Basic School	Brainstorm with student teachers the meaning
Curriculum	of sex and Gender.
Noting opportunities	
for integrating: GESI	Social Studies: (Youth and National
responsiveness and ICT	Development):
and 21 st C skills	Tutor facilitates student teachers' revision of
 Reading, discussion, 	previous lesson on the concept 'youth' and
and identification of	'national development' and their relationships
continuous assessment	as well as current status of the youth in
opportunities in the	Ghana.
lesson. Each lesson	
should include at least	RME: (Theories of Religious and Moral
two opportunities to	Development):
use continuous	Tutor introduces lesson and puts student
assessment to support	teachers into different ability groups to discuss
student teacher	background of Goldman's Theory of Religious
learning	Development.
Resources:	
 links to the existing 	3.2 Read over the teaching and learning
PD Themes, for	activities in your course manual and identify
example, action	possible areas you may need clarification for
research,	discussion.
questioning and to	
other external	3.3 Brainstorm to assist student teachers to
reference material:	appreciate these teaching and learning
literature, on web,	activities to be able to apply them in teaching
YouTube, physical	the Basic School Curriculum.

resources, power	For example	
	-	
point; how they should be used.	i. Student teachers do peer-teaching on	
Consideration	specific topics to sharpen their skills and	
	competencies to be able to teach the basic school curriculum.	
needs to be given		
to local availability	ii. Student teachers prepare a lesson plan	
 guidance on any power point 	on any topic from the JHS curriculum to	
power point	do peer teaching in the class	
presentations, TLM or other resources	3.4 Discuss the teaching and learning activities	
which need to be	and explain how you could assist student	
developed to	teachers to integrate issues of GESI, ICT and	
support learning	the 21 st Century Skills in their lessons.	
 Support learning Tutors should be 		
expected to have a	Examples:	
plan for the next lesson	GESI	
for student teachers	<i>i.</i> Paying special attention to student	
	teachers with disabilities. E.g., Hearing	
	impairment, visual impairment, and	
	physical disability.	
	<i>ii.</i> Paying attention to learners with	
	different learning preferences	
	iii. Assign leadership roles to males, females	
	and learners with different forms of	
	disabilities in groups.	
	ICT	
	<i>i.</i> How to assist student teachers to use	
	PowerPoint to present their lessons	
	during peer teaching.	
	ii. How to assist student teachers to smart	
	phones to search for relevant information	
	on Google and other search engines.	
	21 st Century Skills	
	<i>i.</i> Use of smart phones and Power Point	
	presentations to develop digital literacy	
	skills and innovation and creativity	
	<i>ii.</i> Use of group discussion to develop	
	communication and collaboration skills,	
	leadership, personal development skills	
	and critical thinking and problem-solving	
	skills	
	3.5 Refer to your course manuals in your	
	subject groups to identify and discuss the	

continuous assessment opportunities in	
lesson 2 in line with the NTEAP.	
Examples:	
Geography: (Physical Geography):	
Student – Teachers discuss the structure of the	
earth and its characteristics.	
eur ur unu its churucteristics.	
History: (History of Gender and culture in	
Ghana):	
Apply knowledge and understanding of gender	
concepts and principles to assist learners to	
appreciate the importance of harmony,	
collaboration, equity and inclusivity in their	
communities	
Social studies: (Regional integration and	
International Relations):	
Group presentations on the significance of	
diplomacy in international relations	
Reflective paper on the importance of	
diplomacy in personal life and human	
relations.	
RME: (Critical and Moral Issues I):	
Task student teacher to write an essay: "When	
corruption favours you, you call it connection".	
2.6 Identify relevent teaching and learning	
3.6 Identify relevant teaching and learning	
resources that can be used to teach lesson 2	
of your various courses.	
Examples:	
Geography: (Physical Geography):	
Course manual, Physical models Youtube	
videos, laptops, projectors etc.	
History: (History of Gender and Culture in	
Ghana):	
Primary data (pictures, videos/documentary,	
archival documents), computers, laptops, LCD	
projectors etc.	
Social Studies: (Regional Integration and	
International Relations):	
Audio-visual Equipment and Video clips on the	
significance of diplomacy in international	
significance of alpioniacy in international	

	relations. Brailler, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.	
	RME: (Critical and Moral Issues): Whiteboard, markers, smart phones, computers, course outlines etc.	
	3.7 Prepare a detailed plan for student teachers to ensure efficient lesson delivery	
 4. Evaluation and review of session: a. Tutors need to identify critical friends to observe 	4. 1 Reflect and write down what you have learnt in this PD session.4.2 Share your points with your elbow friend	15 mins
lessons and report at next session	and then share with the larger group.	
b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4. 3 Identify a critical friend to observe your lesson and give feedback in the next PD session.	
	4.4 Ask further questions for clarification if any.	
	4.5 Read lesson 2 to prepare for the next PD session.	

Tutor PD Session				
Level:	JHS	Name of Subject: Social S	Science	
	Tutor PD Session	n for Lesson 3 in the Course Manual		
SUBJE	CT: GEOGRAPHY			
Course	es:			
a.	a. Physical Geography			
	✓ lesson 3: Air masses and Cyclones			
b. Population, Environment and Development				
	Lesson 3: Major population doctrines, theories and			
	✓ models II			
	CT: HISTORY			
Course				
a. History of Gender and culture in Ghana				
L	✓ Lesson 3: Meaning of			
D.	History of science and techno	luences on indigenous science		
	 ✓ and Technology 	idences on margenous science		
SUBJE	CT: SOCIAL STUDIES			
Course				
а.	Regional integration and inte			
 Lesson 3 Modes of initiating and sustaining Diplomacy 				
b.	Youth and national developm			
	Lesson 3: Expectation	s of Ghanaians about the Role of the Youth		
SUBJE	CT: RME			
Course	25:			
а.	Critical and moral issues I			
	 Iesson 3: Cyber Fraud 			
b.	Theories of religious and mo	-		
	•	evelopmental Limitations in		
	Religious Growth.		·	
	the bullet points provide	Guidance Notes on Tutor Activity during	Time in	
the frame for what is to be done		the PD Session. What PD Session	session	
	session. The SWL should use	participants (Tutors) will do during each		
the bullets to guide what they stage of the session.				
write for the SL/HoD and tutors to do and say during each session.				
Each bullet needs to be addressed				
	and specific reference should be			
-	made to the course manual/s.			
			1	

I II	ntroduction to the session	1.1 Take a piece of paper and write down	20 mins
\succ	Review prior learning	two key issues about the PD session 2	
\succ	A critical friend to share	and how you implemented in the	
	findings for a short discussion	classroom	
	and lessons learned		
	Reading and discussion of the	1.2 Share your points with the group to	
	introductory sections of the	discuss briefly the impact of the PD	
	lesson up to and including	session 2 on your classroom activities	
	learning outcomes and indicators	1.2. Sit in your subject based groups i.e.	
	Overview of content and	 Sit in your subject based groups i.e., Geography, History, Social studies and 	
-	identification of any distinctive	RME.	
	aspects of the lesson/s,		
NB	The guidance for SL/HoD should	1.4 Two volunteer critical friends should give	
identify, address and <i>provide</i>		reports on your observations of lesson 2	
	lanations for any areas where	for a brief discussion by the general	
tut	ors might require clarification	house	
on	an aspect of the lesson. SL/HoD		
	e feedback to gauge	1.5 Refer to your course manual and read	
	lerstanding and support tutor	the introduction part of lesson 3 of your	
	gagement.	course including lesson description and	
	SL/HoD should ask tutors to	student teachers' prior knowledge	
	n for their teaching as they go	Examples of losson descriptions	
unr	ough the PD session	Examples of lesson descriptions	
		Geography (Physical Geography):	
		The earth's surface is constantly shaped by	
		several forces: internal and external. The	
		lesson provides the student teachers	
		knowledge on tectonic processes a	
		component of the forces shaping the earth's	
		surface. It also explains some basic concepts	
		including plate tectonic. The lesson	
		introduces student teachers to certain types	
		and characteristic features of the	
		atmospheric called air masses, fronts and	
		cyclones that influence the earth's surface.	
		History (History of Arts, Science and	
		Technology): This lesson seeks to introduce	
		student teachers to changes within Ghana's	
		health care Systems since contact with	
		Europeans. It seeks to expose student	
		teachers to the origins of Western medicine	
1		and changes within.	

Social Studies (Youth and National	
Development): This lesson evaluates the	
expectations Ghanaians have about the role	
of the youth in national	
Development. It discusses these expectations	
within the socio-cultural, religious, political	
and	
Economic contexts and how the youth are	
influenced by these expectations.	
RME (Critical and Moral Issues):	
The focus of this lesson is Cyber Fraud and	
gambling. Through interactive pedagogies	
and use of digital resources, student	
teachers will learn about the prevalence,	
forms, causes, effects and solutions to	
challenges associated with cyber fraud and	
gambling, so that they are able to teach	
RME.	
Examples of Prior knowledge:	
Geography (Physical Geography):	
Lessons on weather, climate and	
atmospheric composition in the biophysical	
environmental systems in the second year	
will give student-teachers background	
knowledge on the topic. Where this	
knowledge is lacking, the tutor should give a	
brief introduction to it	
History (History of Arts, Science and	
Technology):	
From the course (Economic History of Ghana	
– Pre-Colonial Times to The End of The	
Colonial Period), students have prior	
knowledge of productive scientific and	
technological engagements in craft, mining	
and agriculture.	
Social Studies (Youth and National	
Development):	
Student teachers are in their youth and are	
familiar with what is expected of them.	
RME (Critical and Moral Issues):	

student teachers have watched read and
watch news reports about cyber fraud and
might have experienced sports betting
1.6. Discuss the lesson 3 lesson outcomes
and indicators and relate them to the CLOs
and the CLIs
Examples of CLOs and CLIs:
Geography (Population, Environment and
Development:
CLO
Familiarise with the demographic transition
model.
CLIs
Describe the demographic transitional model
in their own words
History (History of Gender and culture in
Ghana):
CLO
Demonstrate understanding of the term
culture
CLIs
Identify the difference between culture and
gender.
gender.
Social Studies (Regional Integration and
International Relations):
CLO
Demonstrate knowledge and understanding
of the modes of initiating and sustaining
diplomacy
aponacy
CLIs
Identify and explain the possible modes of
initiating and sustaining diplomacy. Examine
the modes, core values and
competencies for initiating and sustaining
diplomacy in internal relation

DME /Theories of Delinious and Mount
RME (Theories of Religious and Moral
Development):
CLO
Demonstrate knowledge and understanding
of the nature of Goldman's theory of moral
development.
1. Explain theory Goldman's theory on
developmental limitations in religious
growth using appropriate examples
2. Discuss the implications of the theory of
limitations in religious growth for
teaching and learning RME
<i>3. Use the principles inherent in the theory</i>
for their professional practices
joi their projessional practices
1.7 Participants identify the distinctive
features of lesson 3 of each course from the
course manuals.
Geography (Physical Geography):
<i>i.</i> Definition and components of the
demography
ii. transitional
iii. model
History (Gender and Culture):
i. gender
ii. culture
iii. distinctions between gender and
culture
Social Studies (Regional integration and
international relations):
i. The meaning of conflict
ii. Differences between diplomacy and
diplomatic relations
iii. Types of diplomacy and
international relations
iv. Teaching the basic school curriculum
RME (Roland Goldman's (1964) Theory of
Developmental Limitations in
Religious Growth.):

Expectations
Description and background of Goldman
theory of religious development
1.8 Ask tutors to refer to lesson 3 of their
course manuals to identify the distinctive
features of each of the lessons.
Distinctive features:
Examples of LOs and LIs:
Geography (Population, Environment and
Development:
10
Familiarise with the demographic transition
model.
LIs
Describe the demographic transitional model
in their own words
History (History of Gender and culture in
Ghana):
LO
Demonstrate understanding of the term
culture.
LIs
Identify the difference between culture and
gender.
Social Studies (Regional Integration and
International Relations):
10
Demonstrate knowledge and understanding
of the modes of initiating and sustaining
diplomacy
Lls
Identify and explain the possible modes of
initiating and sustaining diplomacy
Examine the modes, core values and
competencies for initiating and
sustaining diplomacy in internal relation

	DME (Theories of Deligious and Moral
	RME (Theories of Religious and Moral
	Development):
	Demonstrate knowledge and understanding
	of the nature of Goldman's theory of moral
	development.
	1. Explain theory Goldman's theory on
	developmental limitations in religious
	growth using appropriate examples.
	2. Discuss the implications of the theory
	of limitations in religious growth for
	teaching and learning RME.
	3. Use the principles inherent in the
	theory for their professional practices
	1.9 Identify the distinctive features of lesson
	<i>3</i> of each course from the course manuals.
	Geography (Physical Geography):
	<i>i.</i> Definition and components of the
	demography
	ii. Transitional
	iii. model
	m. moder
	History (Gender and culture):
	i. gender
	ii. culture
	<i>iii.</i> distinctions between gender and
	culture
	Social Studies (Regional integration and
	international relations):
	<i>i.</i> The meaning of conflict
	<i>ii.</i> Differences between diplomacy and
	diplomatic relations
	<i>iii.</i> Types of diplomacy and international
	relations
	<i>iv.</i> Teaching the basic school curriculum
As this course is dealing with	1.10 Refer to pages 114 to 118 of the year 3
supporting and or assessing the	STS manual on professional teaching
Professional Teaching Portfolio	portfolio.
Development or the Classroom	
Enquiry and Action Research	1.11. Discuss ways through which student
Project Report writing. Tutors	teachers could be assisted to build their
should be provided with guidance	teaching portfolio.
on what to do including	

organization of Post Internship	Eg. The content of Professional teaching
Seminar.	portfolio includes:
	i. Written Personal teaching philosophy
	ii. Students' teachers
	iii. Honours and awards received
	iv. reflective journals
	-
	v. Samples of work the student teacher
	has graded, showing their comments.
	vi. Link tutor's assessment comments
	vii. Print out of semester result
	1.12 refer to pages 91-99 of year 3 STS
	manual on Action Research to remind
	themselves with the elements of classroom
	enquiry and action research
	1.13 Discuss how to assist student teachers
	to write their reports on classroom enquiry
	and action research that was carried out
	during first semester of year 4 STS
	Example:
	i. Description of post intervention
	data collection
	ii. Analysis and discussion of post
	intervention data collection
	iii. Comparing post and pre-
	intervention results for
	interpretation
	iv. Writing findings, conclusions and
	recommendation of the study
	v. How organize the report of the
	action research including abstract,
	dedication, referencing etc
For each session remember this is	1.14 Discuss how to assist student teachers
the final semester before Students	to prepare for the world of work taking into
begin teaching provide prompts to	consideration how to integrate GESI, CCI, ICT
help support this transition for	as beginning teachers etc
planning and give regard for GESI,	examples:
CCI, ICT etc.	i. How to prepare for the licensure
	examination.
	ii. How to manage placement issues.
	iii. Community engagement
	iv. How to handle controversial issues
	v. How to build confidence and
	adaptive strategies to cope with the
	new environment
	new environment

	vi. The need for honesty, trust worthiness and integrity	
	GESI ✓ Assign leadership roles to males,	
	females and people with different forms of disabilities in groups.	
 2 Concept Development (New learning likely to arise in lesson/s): ➢ Identification and discussion of 	2.1 Shower thought in your subject based groups to bring out the concepts that are to be developed or learned in the lesson 3 of	15 mins
new learning, potential barriers to learning for student teachers or students, new concepts or	your courses Examples of Concepts:	
pedagogy being introduced in the lesson, which need to be	Geography: Physical Geography) Air masses	
explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to	Factors that influence air masses Types of air masses Cyclones and anti-cyclone weather	
introduce and explain the issues/s with tutors, they should take feedback to gauge understanding	conditions History: (History of science and technology)	
and support tutor engagement.	Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.	
	Social Studies: (Youth and national	
	development) <i>i.</i> Youth <i>ii.</i> National development	
	iii. Youth developmentiv. Youth potential	
	RME :(Theories of moral development) Psychoanalytic Theory of Moral	
	Development The Human Personality Educational implications of the theory	
	Reflective Writing 2.2 Discuss the potential barriers likely to	
	affect the teaching and learning of these concepts in each of the course areas	
	Examples barriers:	
	<i>Geography: (</i> Population, Environment and Development)	

	large class sizes and unstable internet	
	connectivity	
	<i>History: (</i> History of Gender and culture in Ghana) The tendency to project modern-day concepts and understanding of key issues	
	instead of looking at it from a historical perspective	
	Social Studies: (Regional integration and international relations)	
	Apathy towards the CN and UN	
	RME :(Critical and moral issues I) Students might hold a biased view of cyber fraud and gambling.	
	2.3 Brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons.	
	 Examples: <i>i.</i> Use of smaller group discussion to ensure effective participation on the role of the international organization <i>ii.</i> Debates on the positives and negatives of international organizations <i>iii.</i> YouTube videos on sexual abuse victims and perpetrators, etc 	
3.Planning for teaching, learning and assessment activities for the lesson/s	3.1 Refer to your course manual and discussthe teaching and learning activities of lesson3	40mins
 Reading and discussion of the teaching and learning activities 	Examples: Geography: (Physical Geography)	
Noting, addressing, and explaining areas where tutors may require clarification	Tutor guide student teachers to identifies and describes the various types of air masses <i>History:</i> (History of science and technology)	
 Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum 	In groups, tutor guides student teachers to present on the processes involved in various indigenous industries in pre-colonial Ghana.	
 Noting opportunities for integrating: GESI responsiveness and ICT and 21stC skills 	(Soap Making, Bead Making, Pottery, Basketry, Gold Mining, Salt Mining)	

\triangleright	Reading, discussion, and	Social Studies: (Youth and national	
	identification of continuous	development)	
	assessment opportunities in	student teachers identify and invite a	
	the lesson. Each lesson	resource person from the	
	should include at least two	district/regional/national NCCE office, or the	
	opportunities to use	MMDAs who is an expert in youth and	
	continuous assessment to	national development issues to give a talk in	
	support student teacher	the next lesson on the topic	
	learning, subject specific		
	examples should be	RME :(Theories of moral development)	
	provided for SL/HoD	Group Presentations: student teacher	
\triangleright	Resources: links to the	groups search for how the theory' influence	
	existing PD Themes, for	teaching of RME and write detailed reports	
	example, action research,	on their findings	
	questioning and to other	, <u>,</u>	
	external reference material:	3.2 Read over the teaching and learning	
	literature, on web, Utube,	activities in your course manual and identify	
	physical resources, power	possible areas you may need clarification for	
	point; how they should be	discussion.	
	used. Consideration needs		
	to be given to local	3.3 Brainstorm how to assist student	
	availability	teachers to appreciate the teaching and	
\succ	Tutors should be expected	learning activities to be able to teach the	
	to have a plan for the next	Basic School Curriculum.	
	lesson for student teachers		
		For example	
		prepare a lesson on any topic on the JHS	
		curriculum to present in a demonstration	
		lesson in class	
		3.4 Discuss the teaching and learning	
		activities of lesson 3 and explain how you	
		will integrate issues of GESI, ICT and the 21 st	
		Century Skills in your lessons.	
		Examples:	
		GESI	
		a. pay special attention to student	
		teachers with disabilities. Eg. Hearing	
		impairment, visual impairment, and	
		physical disability.	
		b. Paying attention to people with	
		different learning preferences	
		c. Assign leadership roles to males,	
		females and people with different forms	
		of disabilities in groups.	

ICT
How to assist student teachers to:
a. To generate relevant information using
their smart phones to search on Google
and other search engines.
und other scarch engines.
b. How to prepare slides to present lessons
using PowerPoint.
21 st Century Skills
a. Use of smart phones and PowerPoint
presentations help to develop:
b. digital literacy skills
c. Innovation and creativity skills
Use of group discussion and presentations
to develop:
i. communication and Collaboration
skills
ii. Leadership and personal
development
iii. Critical thinking and problem-solving
skills
3.5 Identify and discuss the continuous
assessment opportunities in lesson 3 of your
course in line with the NTEAP.
Examples
Geography: (Population, Environment and
Development)
Student-teachers develop concept maps to
depict causes and variations in mortality to
assess pedagogical content knowledge
(PCK). NTS.2
History: (History of Gender and culture in
Ghana)
Group presentation:
Student teachers should compare gender
roles in pre-colonial and colonial times
Social Studies: (Regional integration and
international relations)

4. Evaluation and review of session:	4. 1 Reflect and write down two key things discussed in the PD session.	15 mins
	Note: Do develop an effective plan for the lesson to ensure efficient delivery in the classroom	
	RME: Laptops, projectors, smart phones, audio- visual materials, flip chart	
	Social Studies: Audio-visual Equipment and Video clips on how the potentials of the youth can be harnessed to contribute to national development, Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs	
	<i>History:</i> <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i>	
	Examples Resources: Geography: Course manuals Maps and Physical models, You tube videos, laptops, projectors, smart phones Flip Charts, 'A' ¾ sheets, markers, audio visual aids, projectors, laptops etc	
	3.6 Identify relevant teaching and learning resources that can be used to teach lesson 3 of your course.	
	<i>RME :(</i> Critical and moral issues I) <i>Reflective Essays:</i> <i>Task students to reflect and write an essay</i> <i>on their changing perceptions about cyber</i> <i>fraud and gambling</i>	
	Group report/presentation and concept map on the organs of CN and UN and their roles in the international organizations	

~	Tutors should Identifying critical friends to observe lessons and report at next	4.2 Share your points with colleagues in your groups and then with the larger group.	
~	session Identifying and addressing any	4. 3 Identify a critical friend to observe your lesson and give feedback to you and report	
	outstanding issues relating to the lesson/s for clarification	during PD session 4.	
		4.4 Ask further questions for clarification if you still have unresolved issues.	
		4.5 Read lesson 4 and gather relevant materials before the next PD session.	

Tutor PD Session 4			
Age Level: JHS	Name of Subject: Social So	ience	
Tutor PD Session for Lesson 4 in the Course Manual			
SUBJECT: GEOGRAPHY			
Lessons:			
a. Atmospheric and Oceanic C b. Fertility	irculations		
b. Tertinty			
SUBJECT: HISTORY			
Lessons:			
a. Meaning of Culture II			
b. External influences on indig and technology (II)			
and technology (II)			
SUBJECT: SOCIAL STUDIES			
Lessons:			
a. Roles of key organs of the E			
b. Harnessing the potentials of Development Goals (SDGs)	f the youth to meet the Sustainable		
Development doals (3Dds)			
SUBJECT: RME			
Lessons:			
a. Sexual Abuse I			
b. Goldman's (1965) Theory or			
Focus: the bullet points provide the frame for what is to be done	Guidance Notes on Tutor Activity during the PD Session. What PD Session	Time in	
in the session. The SWL should	participants (Tutors) will do during each	session	
use the bullets to guide what	stage of the session.		
they write for the SL/HoD and			
tutors to do and say during each			
session. Each bullet needs to be			
addressed and specific reference			
should be made to the course			
manual/s. 1 Introduction to the session	18	20 mins	
 Review prior learning 	1.1 Share your experiences of PD Lesson 3	20 111115	
 A critical friend to share 	and show how you applied the activities and		
findings for a short discussion	methods in your lesson (positives and		
and lessons learned	challenges you encountered in the		
Reading and discussion of the	classroom).		
introductory sections of the			
lesson up to and including	Examples of anticipated challenges:		
learning outcomes and indicators	 Use of ICT How to integrate GESI and ICT in 		
multators	How to integrate GESI and ICT in lesson delivery		
		I	

Overview of content and	How to manage large class size etc.
identification of any distinctive	Unstable internet connectivity
aspects of the lesson/s,	Power outages
NB The guidance for SL/HoD	
should identify, address and	1.2 Two volunteers or critical friends to
provide explanations for any areas	give feedback on your observation of lesson
where tutors might require	3.
clarification on an aspect of the	
lesson. SL/HoD take feedback to	1.3 Sit according to their subject areas. i.e.,
gauge understanding and support tutor engagement.	History, Geography, Social studies and RME
NB SL/HoD should ask tutors to	1.4 Read the introductory part of lesson 4 of
plan for their teaching as they go	your course manual including lesson
through the PD session	description and student teachers' previous
	knowledge silently.
	Examples of lesson descriptions:
	Geography (Population and Development):
	In this lesson Student-teachers will be
	introduced to components of Fertility,
	Fertility measurements, factors, affecting
	fertility, and Control of Fertility variations in fertility.
	Tertinty.
	History (History of Gender and Culture in
	Ghana):
	As an introductory lesson it seeks to
	introduce student teachers to what culture
	is and its implication to gender. How society
	in the pre-colonial era embraced gender
	issues and how colonialism influenced and reshaped gender based on its western
	culture.
	Social Studies (Regional Integration and
	International Relations):
	In this lesson student teachers will be given
	the opportunity to discuss the
	roles/functions of the key organs of AU and
	ECOWAS, focusing on how to use knowledge
	and understanding gained to teach the basic
	school curriculum and provide
	support/guidance to the JHS students to
	believe in regional and continental integration.

RME (Critical and Moral Issues):	
In this lesson student teachers will engage	
with resource persons to deliberate on	
sexual abuse.	
Using a seminar delivery mode, tutor	
engages with resource persons in a panel	
discussion on the topic to incite an	
appreciation of abuse as a moral problem	
requiring attention in RME	
Examples of prior knowledge:	
Geography (Physical Geography):	
Knowledge from the biophysical	
environmental systems in the second year is	
expected to give student teachers	
background understanding in physical	
geography that will be helpful in this lesson.	
History (History of Colores and Taskasha)	
History (History of Science and Technology):	
From lesson 3 students' teachers have prior	
knowledge of external influence on	
indigenous science and technology I.	
Social Studies	
(Youth and National Development):	
Student teachers have read the SDGs and	
how the potentials of the can be harnessed	
to meet the sustainable development goals.	
RME	
((Theories of Religious and Moral	
Development):	
Student teachers know some bit and pieces	
of theories of religious and moral	
development through their participation as	
practitioners and observers of religious and	
moral practices.	
1.5 Read out and brainstorm for the linkages	
between the lesson learning outcomes and	
learning indicators of lesson 4 of your	
course.	
Examples of LOs and LIs:	
Geography (Population and Development):	
LO	

Explain factors affecting fertility and fertility control
LI Student-teachers explain factors affecting
fertility and how to control fertility
History (History of Gender and Culture in Ghana):
LO Demonstrate knowledge of the differences in
sex and gender.
LI Discuss the differences between sex and its social Construction.
Social Studies (The Youth and National Development):
LO Examine the expectations of Ghanaians
about the role of the youth. (NTS 2c, e & f; NTECF p20-22;4546)
LI Explain the expectations of Ghanaians about
the role of the youth in national
development and how it can be attained. RME (Critical and Moral Issues):
LO Demonstrate understanding of sexual abuse
as a social phenomenon. Lls
i. Describe the forms of sexual abuse prevalent in
Ghanaian societies ii. Plan a seminar to educate students about
sexual abuse
 1.6 Identify the distinctive features of lesson 4 of your course from the course manual.
Geography (Physical Geography):
i. Wind circulation in the atmosphere

	ii Oceanic circulation	[]
	ii. Oceanic circulation	
	iii. Air Circulation in the Artic, Antartic,	
	Atlantic, Pacific and Southern oceans.	
	History (History of Gender and Culture in	
	Ghana):	
	iv. Difference between sex and gender	
	v. Gender roles in the Ghanaian context	
	vi. Perceptions of gender roles over the	
	years	
	Social Studies (The Youth and National	
	Development):	
	i. Expectations of the Ghanaian populace	
	from the youth	
	ii. The meaning of SDG	
	iii. Ways the youth can be harnessed to meet	
	the SDGs	
	iv. Teaching the basic school curriculum	
	RME (Critical and Moral Issues):	
	i. Understanding of abuse as a social	
	phenomenon	
	ii. Role of RME in combating immoral	
	behaviours the society.	
AS this course is dealing with	1.7 Read pages 114-118 of the year 3 STS	
supporting and/ or assessing the	manual on professional teaching portfolio.	
Professional Teaching Portfolio	mandar on professional reaching portiono.	
Development and/or the Action	1.8. Discuss ways through which student	
Research Project Report writing.	teachers could be assisted to build their	
Tutors should to be provided	teaching portfolio.	
with guidance on what to do	Eg. The content of Professional teaching	
including organisation of Post	portfolio includes:	
Internship Seminar.	1. Personal teaching philosophy	
	2. Students' reflective journals	
	3. Samples of work the student teacher	
	has graded, showing their comments.	
	4. Link tutor's assessment comments	
	1.9 Read from pages 91-99 of year 3 STS	
	manual on Action Research	
	1 10 Discuss how you will assist student	
	1.10 Discuss how you will assist student	
	teachers to write their reports on classroom	
	enquiry and action research that was carried	
	out during first semester of year 4 STS,	
	Example:	

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.	 Description of post intervention data collection Analysis and discussion of post intervention data collection Comparing post and pre-intervention results for interpretation Writing findings, conclusions and recommendation of the study 1.11 Discuss how you will assist student teachers to prepare for the world of work and entrepreneurship taking into consideration how to integrate GESI, CCI, ICT as beginning teachers etc examples: How to prepare for the licensure examination. How to manage placement issues. Community engagement How to handle controversial issues GESI Marginalised learners are encouraged to work with their peers. 	15 mins
 learning likely to arise in lesson/s): > Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement. 	 lesson 4 of each course. Examples of new concepts: Geography (Population and Development): Fertility measurements, factors affecting fertility, and control of fertility and variations in fertility. History (History of Science and Technology in Ghana): Post-colonial medical practice, medical practice at independence and state of medical practice now. Social Studies (Regional Integration and International Relations): Organs of AU and ECOWAS, Functions of AU and ECOWAS, Basic school curriculum. RME (Theories of Religious and Moral Development): Grimmits theory, theory of readiness 	

		2.2 In your subject areas identify the	
		possible barriers to the teaching and	
		learning of lesson one of your courses.	
		Examples:	
		- F	
		Geography (Physical Geography):	
		Generally, students often have difficulties in	
		grasping concepts in physical. geography.	
		History (History of Gender and Culture in	
		Ghana):	
		Student teachers may find it difficult to	
		identify the complex nature of socio-cultural	
		practices and its influence on gender.	
		Social Studies (The Youth and National	
		Development):	
		The misconception is that	
		Cosial Studies (The Youth and National	
		Social Studies (The Youth and National Development):	
		The misconception is that the youth are	
		ignorant and lazy.	
		RME (Critical and Moral Issues): Male	
		student teachers might think of women as	
		the only victims of sexual abuse.	
		,	
		2.3 Brainstorm the appropriate strategies	
		you will use to assist student teachers to	
		appreciate these concepts and overcome	
		the barriers. E.g., discussion activities, role	
		play activities, etc.	
	Planning for teaching, learning	3.1 Refer to the course manuals in your	40mins
	d assessment activities for the	subject groups and discuss the teaching and	
	son/s	learning activities for lesson 4.	
	Reading and discussion of the	Freemanland	
	teaching and learning	Examples:	
~	activities	Geography: (Physical Geography):	
	Noting, addressing, and	Tutor introduces the lesson to student	
	explaining areas where tutors	teachers by brainstorming the meaning of	
~	may require clarification	temperature and heat with them.	
	Noting opportunities for	History (History of science and Technology	
	making <i>explicit links</i> to the Basic School Curriculum	History (History of science and Technology in Ghana):	
	Noting opportunities for	Tutor guides student	
	integrating: GESI	teachers to discuss the	
L	integrating. CESI		

	responsiveness and ICT and	state of Ghana's health	
	21 st C skills	sector at independence	
	Reading, discussion, and		
	identification of continuous	Social Studies: (Regional Integration and	
	assessment opportunities in	International Relations): Tutor facilitates	
	the lesson. Each lesson should	student teachers' revision of previous lesson	
	include at least two	on core values and competences for	
	opportunities to use	diplomacy.	
	continuous assessment to		
	support student teacher	RME (Theories of Religious and Moral	
	learning, subject specific	Development): Tutor introduces lesson by	
	examples should be provided	putting student teachers into different	
	for SL/HoD	ability groups to discuss the background to	
	Resources: links to the existing	readiness for religion so as to promote a	
ĺ ĺ	PD Themes, for example,	fuller understanding of the theory.	
1	action research, questioning	Taner understanding of the theory.	
	and to other external	3.2 Read over the teaching and learning	
1	reference material: literature,		
	•	activities in your course manual and identify	
	on web, Utube, physical	possible areas you may need clarification for	
	resources, power point; how	discussion, eg concept formation and	
	they should be used.	development.	
	Consideration needs to be		
	given to local availability	3.3 Brainstorm to assist student teachers to	
\succ	Tutors should be expected to	appreciate these teaching and learning	
	have a plan for the next lesson	activities to be able to apply them in	
	for student teachers	teaching the Basic School Curriculum. For	
		example	
		 Student teachers do peer-teaching on 	
		specific topics to sharpen their skills	
		and competencies to be able to teach	
		the basic school curriculum.	
		 Student teachers prepare a lesson 	
		plan on any topic from the JHS	
		curriculum to do peer teaching in the	
		class	
		3.4 Discuss the teaching and learning	
		activities and explain how you could help	
		student teachers to integrate issues of GESI,	
		ICT and the 21st Century Skills in their	
		lessons.	
		Examples:	
		GESI	
		 Paying special attention to student 	
		teachers with disabilities. Eg. Hearing	

impairment, visual impairment, and physical disability. Paying attention to marginalized learners. Assign leadership roles to males, females and people with different forms of disabilities in groups. ICT How to assist student teachers to use: PowerPoint to present their lessons during peer teaching. Smart phones to search for relevant information on Google and other search engines. 21st Century Skills Use of smart phones and PowerPoint presentations to develop: digital literacy skills linovation and creativity Use of group discussion to develop: Communication and Collaboration skills Leadership and personal development Critical thinking and problem- solving skills 3.5 Refer to your course manuals in your subject groups to identify and discuss the continuous assessment opportunities in lesson 4 in line with the NTEAP. Examples: Geography: (Population and Development): Student teachers explain fertility and how to control it. History (History of Gender and Culture in Ghana): Student teachers discuss how sex and gender differences played out on the	Ghana):
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 Social studios /The Vouth and Netional	
Social studies (The Youth and National Development): Group report/presentation on harnessing the potentials of the youth to meet the Sustainable	
Development Goals (SDGs)	
RME (Critical and Moral Issues): Task students to reflect and write an essay on sexual abuse.	
3.6 Identify relevant teaching and learning resources that can be used to teach lesson 4 of your various courses.	
Examples: Geography (Physical Geography): Course manual, maps and globe, YouTube videos, laptops, projectors etc	
History (Introductory Lesson): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD etc.	
Social Studies: (Regional Integration and International Relations)	
Audio-visual Equipment and Video clips on activities of the organs of ECOWAS and AU, Pictures and posters of ECOWAS and AU sessions and activities	
Brailler, Scanner and Embosser Sign language (Resource Person), internet facility, laptop computer/PCs	
RME (Theories of Religious and Moral Development): Sacred scriptures (e.g., the Bible), On-line resources, Video clips; Relevant charts and objects etc	
3.7 Prepare a detailed plan for student teachers to ensure efficient and effective lesson delivery	

4.Evaluation and review of	4. 1 Reflect and write down the main	15 mins
session:	themes discussed in the PD session.	
Tutors should Identifying critical		
friends to observe lessons and	4.2 Share your points with colleagues in	
report at next session	your group and then with the larger group.	
Identifying and addressing any		
outstanding issues relating to the	4. 3 Identify a critical friend to observe your	
lesson/s for clarification	lessons and give feedback to you and report	
	during PD session 5.	
	4.4 Ask further questions for clarification if	
	any.	
	4.5 Read lesson 5 from your course manual	
	for the next PD session.	

	1	Futor PD Session	
Level:	JHS	Name of Subject: Socia	l Sciences
	Tutor PD Session	for Lesson 5 in the Course Manual	
SUBJE	CT: GEOGRAPHY		
Course			
а.	Physical Geography		
		l landforms of water action I	
b.	Population, Environment and	-	
	Lesson 5: Pop: Mortalit	У	
SUBJE	CT: HISTORY		
Course			
a.	History of Gender and culture	in Ghana	
		e-colonial and colonial times I	
b.	History of science and technol	ogy	
	✓ Lesson 5: Indigenous in	dustries and technology in Ghana (I)	
	CT: SOCIAL STUDIES		
Course		national relations	
d.	a. Regional integration and international relations		
 Lesson 5 Roles of key organs of the CN and UN b. Youth and national development 			
b. Youth and national development ✓ Lesson 5: How the potentials of the youth can be harnessed for national			
development in Ghana			
	·		
SUBJE	CT: RME		
Course	es:		
а.	Critical and moral issues I		
	Iesson 5: Sexual abuse:		
b. Theories of religious and moral development			
	✓ lesson 5: Theories of m	-	
	: the bullet points provide the	Guidance Notes on Tutor Activity	Time in
	for what is to be done in the	during the PD Session. What PD Session	session
	n. The SWL should use the store the store the store the store store the store the store store the store sto	participants (Tutors) will do during each stage of the session.	
	s to glille what they write for		
the SL	/HoD and tutors to do and say		
the SL during	/HoD and tutors to do and say g each session. Each bullet		
the SL during needs	/HoD and tutors to do and say g each session. Each bullet to be addressed and specific		
the SL during needs refere	/HoD and tutors to do and say g each session. Each bullet to be addressed and specific ence should be made to the		
the SL during needs refere course	/HoD and tutors to do and say g each session. Each bullet to be addressed and specific ence should be made to the e manual/s.		20 mins
the SL during needs refere course 1 Intro	/HoD and tutors to do and say g each session. Each bullet to be addressed and specific ence should be made to the e manual/s. oduction to the session	1.1 Take a piece of paper and write	20 mins
the SL during needs refere course 1 Intro > Re	/HoD and tutors to do and say g each session. Each bullet to be addressed and specific ence should be made to the e manual/s. oduction to the session eview prior learning	1.1 Take a piece of paper and write down two key issues about the PD	20 mins
the SL during needs refere course 1 Intro > Re > A c	/HoD and tutors to do and say g each session. Each bullet to be addressed and specific ence should be made to the e manual/s. oduction to the session	1.1 Take a piece of paper and write	20 mins

 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and <i>provide</i> <i>explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	 1.2 Share your points with the group to discuss briefly the impact of the PD session 4 on your classroom activities of lesson 4 1.3 Sit in your subject based groups i.e., Geography, History, Social studies and RME. 1.4 Two volunteer critical friends should give reports on your observations of lesson 4 for a brief discussion by the general house 1.5 Refer to your course manual and read the introduction part of lesson 5 of your course including lesson description and student teachers' prior knowledge Examples of lesson descriptions: Geography: (physical Geography): Flowing water is a potent agent in shaping the earth's surface. The lesson gives student-teachers an understanding of the myriad processes of water including erosion, transportation and deposition that shapes the earth's surface. History: (History of science and technology) The main focus of the lesson is to address the nature and development of local industries as a case study of the technological and scientific development of the Gold Coast in the pre-colonial period. Social studies: (Youth and national development) This lesson is related to lesson 4 but its focus is Ghana and discusses how the potentials of the youth can be harnessed to develop the country 	
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	RME: (Theories of moral development):
	In this lesson, student teachers will be
	exposed to different theories of moral
	development that seek to explain how
	young children and adolescents are able
	to do proper moral reasoning or acquire
	their moral behaviours.
	Examples of Prior knowledge:
	Geography: (Physical Geography):
	It is assumed that the understanding by
	student-teachers in the biophysical
	environmental systems in the second
	year should provide the relevant
	knowledge for the topic.
	knowledge joi the topic.
	History: (History of science and
	technology)
	have contemporary understanding
	indigenous industrial activities in pre-
	colonial Ghana
	Social studies: (Youth and national
	development <i>)</i>
	The student teachers are within their
	youth and have some potential that can
	be harnessed for national development.
	RME: (Theories of movel development):
	RME: (Theories of moral development):
	Student teachers have taken through
	some religious development theories,
	and it is expected that they will link
	them to various theories of moral
	development
	1.6. Discuss the lesson 5 lesson
	outcomes and indicators and relate
	them to the CLOs and the CLIs
	Geography: (Population, Environment
	and Development)
	LO
	Demonstrate knowledge of causes and
	variations in mortality
	LI

the causes and variations in mortality	
History: (History of Gender and culture in Ghana) LOs Exhibit understanding of what gender issues were before the arrival of the Europeans	
LI Explain Gender roles in pre-colonial times	
Social Studies: (Regional integration and international relations) LO Apply the knowledge and understanding of the roles of the key organs of CN and UN to teach the basic school curriculum	
LI: Design a demonstration lesson showing how to teach the topic in the basic school curriculum	
<i>RME :(</i> Critical and moral issues I) <i>LOs</i> Demonstrate knowledge and understanding of sexual abuse	
LI Explain sexual abuse concepts such as seduction, rape, harassment and defilement	
1.7 Refer to lesson 5 of your course manual to identify the distinctive features of the lessons	
Distinctive features: <i>Geography: (Physical Geography):</i> <i>Drainage patterns of rivers</i> <i>Longitudinal profile of a river</i>	
	 in Ghana) LOS Exhibit understanding of what gender issues were before the arrival of the Europeans LI Explain Gender roles in pre-colonial times Social Studies: (Regional integration and international relations) LO Apply the knowledge and understanding of the roles of the key organs of CN and UN to teach the basic school curriculum LI: Design a demonstration lesson showing how to teach the topic in the basic school curriculum RME :(Critical and moral issues I) LOS Demonstrate knowledge and understanding of sexual abuse LI Explain sexual abuse concepts such as seduction, rape, harassment and defilement 1.7 Refer to lesson 5 of your course manual to identify the distinctive features of the lessons Distinctive features: Geography: (Physical Geography): Drainage patterns of rivers

	History: (History of science and	
	technology)	
	Indigenous industries	
	maigenous maustries	
	Products and relevance of indigenous	
	industries in the Gold Coast.	
	Significance of indigenous industries in	
	the Gold Coast.	
	the Gold Coust.	
	Social studies: (Youth and national	
	development)	
	What Potentials do the Youth have?	
	How the Potentials of the Youth can be	
	Harnessed to Contribute to National	
	Development	
	Teaching Selected Youth and National	
	Development-related Content in the	
	Basic school Social Studies curriculum	
	RME: (Theories of moral development):	
	Description/Background of Freud's	
	Psychoanalytic Theory of Moral	
	Development	
	Group Discussion of Parts of the Human	
	Personality	
	Educational implications of the theory	
	Reflective Writing	
As this course is dealing with	1.8 Refer to pages 114 to 118 of the	
supporting and or assessing the	year 3 STS manual on professional	
Professional Teaching Portfolio	teaching portfolio.	
Development or the Classroom	of the second seco	
Enquiry and Action Research Project	1.9. Discuss ways through which	
Report writing. Tutors should be	student teachers could be assisted to	
provided with guidance on what to	build their teaching portfolio.	
do including organization of Post		
Internship Seminar.	Eg. The content of Professional	
	teaching portfolio includes:	
	i. Written Personal teaching	
	philosophy	
	ii. Students' teachers	
	iii. Honours and awards received	
	iv. reflective journals	

	v. Samples of work the student
	teacher has graded, showing their
	comments.
	vi. Link tutor's assessment comments
	vii. Print out of semester result
	vii. Frint out of semester result
	1.10 Ask tutors to refer to pages 91-99
	of year 3 STS manual on Action
	Research to remind themselves with
	the elements of classroom enquiry and
	action research
	1.11 Discuss how to assist student
	teachers to write their reports on
	classroom enquiry and action research
	that was carried out during first
	semester of year 4 STS
	Example:
	i. Description of post intervention
	data collection
	ii. Analysis and discussion of post
	intervention data collection
	iii. Comparing post and pre- intervention results for
	interpretation
	iv. Writing findings, conclusions and
	recommendation of the study
	v. How organize the report of the
	action research including
	abstract, dedication, referencing
	etc
For each session remember this is	1.12 Discuss how to assist student
the final semester before Students	teachers to prepare for the world of
begin teaching provide prompts to	work taking into consideration how to
help support this transition for	integrate GESI, CCI, ICT as beginning
planning and give regard for GESI,	teachers etc
CCI, ICT etc.	examples:
	i. How to prepare for the licensure
	examination.
	ii. How to manage placement
	issues.
	iii. Community engagement
	iv. How to handle controversial
	issues
	1 I I I

	 v. How to build confidence and adaptive strategies to cope with the new environment vi. The need for honesty, trust worthiness and integrity GESI ✓ Assign leadership roles to males, females and people with different forms of disabilities in groups. 	
2 Concept Development (New	2.1 Shower thought in your subject	15 mins
 learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers 	based groups to bring out the concepts that are to be developed or learned in the lesson 5 of your courses	
or students, new concepts or	Examples of Concepts:	
pedagogy being introduced in the lesson, which need to be	Geography: Physical Geography)	
explored with the SL/HoD NB The guidance for SL/HoD should	processes Drainage patterns	
set out what they need to do to	Longitudinal profile	
introduce and explain the issues/s	River transportation	
with tutors, they should take	River erosion	
feedback to gauge understanding	History: (History of science and	
and support tutor engagement.	technology)	
	Technological advancement	
	Pre-colonial industries	
	Pre-colonial indigenous metal industries.	
	Social Studies: (Youth and national	
	development)	
	Youth	
	National development Youth development	
	Youth potential	
	RME :(Theories of moral development)	
	Psychoanalytic Theory of Moral	
	Development	
	The Human Personality	
	Educational implications of the theory	
	Reflective Writing	
	2.2 Discuss the potential barriers likely	
	to affect the teaching and learning of	

]
	these concepts in each of the course	
	areas	
	Examples barriers:	
	Geography: (Population, Environment	
	and Development)	
	large class sizes and unstable internet	
	connectivity	
	connectivity	
	History: (History of Gender and culture	
	in Ghana)	
	The tendency to project modern-day	
	concepts and understanding of key	
	issues instead of looking at it from a	
	historical perspective	
	Social Studies: (Regional integration	
	and international relations)	
	Apathy towards the CN and UN	
	RME :(Critical and moral issues I)	
	Students might hold a biased view of	
	sexual abuse as caused by males or	
	females.	
	Jennales.	
	2.3 Brainstorm on minimizing the	
	barriers to enhance effective teaching	
	0	
	and learning of the lessons.	
	Examples:	
	i. Use of smaller group discussion to	
	ensure effective participation on	
	the role of the international	
	organization	
	ii. Debates on the positives and	
	negatives of international	
	organizations	
	iii. YouTube videos on sexual abuse	
	victims and perpetrators, etc	
3.Planning for teaching, learning	3.1 Refer to your course manual and	40mins
and assessment activities for the	discuss the teaching and learning	
lesson/s	activities of lesson 5	
 Reading and discussion of the 		
teaching and learning	Examples:	
	-	
activities	Geography: (Physical Geography)	

\triangleright	Noting, addressing, and	Tutor guide student teachers to	
	explaining areas where tutors	identifies and describes the various	
	may require clarification	types of drainage pattern	
\succ	Noting opportunities for		
	making <i>explicit links</i> to the	History: (History of science and	
	Basic School Curriculum	technology)	
\succ	Noting opportunities for		
	integrating: GESI	In groups, tutor guides student teachers	
	responsiveness and ICT and	to present on the processes involved in	
	21 st C skills	various indigenous industries in pre-	
\triangleright	Reading, discussion, and	colonial Ghana. (Soap Making, Bead	
	identification of continuous	Making, Pottery, Basketry, Gold Mining,	
	assessment opportunities in	Salt Mining)	
	the lesson. Each lesson	Sur ming,	
	should include at least two	Social Studies: (Youth and national	
	opportunities to use	development)	
	continuous assessment to	Tutor in collaboration with student	
	support student teacher	teachers identify and invite a resource	
	learning, subject specific	person from the	
	examples should be provided	district/regional/national NCCE office,	
	for SL/HoD		
	Resources: links to the	or the MMDAs who is an expert in youth	
		and national development issues to give	
	existing PD Themes, for	a talk in the next lesson on the topic	
	example, action research,	DNAL (Theories of movel development)	
	questioning and to other	RME :(Theories of moral development)	
	external reference material:	Group Presentations: Tutor assigns	
	literature, on web, Utube,	student teachers to groups to search for	
	physical resources, power	how the theory' influence teaching of	
	point; how they should be	RME and write detailed reports on their	
	used. Consideration needs to	findings	
N	be given to local availability		
	Tutors should be expected to	3.2 Read over the teaching and learning	
	have a plan for the next	activities in your course manual and	
	lesson for student teachers	identify possible areas you may need	
		clarification for discussion.	
		3.3 Brainstorm how to assist student	
		teachers to appreciate the teaching and	
		learning activities to be able to teach	
		the Basic School Curriculum.	
		For example	
		Student teachers prepare a lesson	
		on any topic on the JHS curriculum	
		to present in a demonstration lesson	
		in class	

3.4 Discuss the teaching and learning
activities of lesson 5 and explain how
you will integrate issues of GESI, ICT
and the 21 st Century Skills in your
lessons.
Examples:
GESI
a. Tutors need to pay special
attention to student teachers with
disabilities. Eg. Hearing
impairment, visual impairment,
and physical disability.
b. Paying attention to people with
different learning preferences
c. Assign leadership roles to males,
females and people with different
forms of disabilities in groups.
ICT
How to assist student teachers to:
a. To generate relevant
information using their smart
phones to search on Google and
other search engines.
b. How to prepare slides to present
lessons using PowerPoint.
21 st Century Skills
a. Use of smart phones and
PowerPoint presentations help to
develop:
b. digital literacy skills
c. Innovation and creativity skills
Use of group discussion and
presentations to develop:
a. communication and Collaboration
skills
b. Leadership and personal
development
c. Critical thinking and problem-
solving skills
2.5. Identify and discuss the security security
3.5 Identify and discuss the continuous
assessment opportunities in lesson 5 of
your course in line with the NTEAP.

Examples	
Geography: (Population, Environment	
and Development)	
Student-teachers develop concept maps	
to depict causes and variations in	
mortality to assess pedagogical content	
knowledge (PCK). NTS.2	
History: (History of Gender and culture	
in Ghana)	
Group presentation:	
Student teachers should compare	
gender roles in pre-colonial and colonial	
times	
Social Studies: (Regional integration	
and international relations)	
Group report/presentation and concept	
map on the organs of CN and UN and	
their roles in the international	
organizations	
RME :(Critical and moral issues I)	
Reflective Essays:	
Task students to reflect and write an	
essay on their changing perceptions	
about seduction, rape, defilement and	
harassment	
3.6 Identify relevant teaching and	
learning resources that can be used to	
teach lesson 5 of your course.	
Examples Resources:	
Goography	
Geography: Course manuals	
Maps and Physical models,	
You tube videos, laptops, projectors,	
smart phones	
Flip Charts, 'A' ¾ sheets, markers, audio	
visual aids, projectors, laptops etc	
History:	
Primary data (pictures,	
videos/documentary, archival	
documents), computers/ laptops, LCD.	

			[]
		projector/screen, video/ audio player	
		and camera.	
		Social Studies:	
		Audio-visual Equipment and Video clips	
		on how the potentials of the youth can	
		be harnessed to contribute to national	
		development, Braille, Scanner and	
		Embosser Sign language (Resource	
		Person). internet facility, laptop	
		computer/PCs	
		RME:	
		Lat tops, projectors, smart phones,	
		audio-visual materials, flip chart	
		Note: Do develop an effective plan for	
		the lesson to ensure efficient delivery	
		in the classroom	
4.	Evaluation and review of session:	4. 1 Reflect and write down two key	15 mins
		things discussed in the PD session.	
\triangleright	Tutors should Identifying critical		
	friends to observe lessons and	4.2 Share your points with colleagues in	
	report at next session	your groups and then with the larger	
	Identifying and addressing any	group.	
Ĺ	outstanding issues relating to the	P. 0.4	
	lesson/s for clarification	4. 3 Identify a critical friend to observe	
		your lesson and give feedback to you	
		and report during PD session 6.	
		4.4 Ask further questions for	
		clarification if you still have unresolved	
		issues.	
		4.5 Read lesson 6 and gather relevant	
1			
		materials before the next PD session.	

	Tutor PD Session 6			
Level:	JHS		Name of Subject: Socia	al science
	Tutor PD Sessio	on for Lesson 6 in the	e Course Manual	
	CT: GEOGRAPHY			
Course				`
	Physical Geography (Lesson Population and Developmer)
	CT: HISTORY			
Course				
a.	History of Gender and cultur times)	re in Ghana (Lesson e	s: Gender in pre-colonial a	nd colonial
b.	History of science and techn	ology (Lesson 6: Ind	igenous industries and Te	chnology
	in Ghana (II): Mining)			
	CT: SOCIAL STUDIES			
Course				
a.	Regional integration and inte ECOWAS and AU to date)	ernational relations (Lesson 6: The Accomplish	ments of
b.	Youth and national develop	ment (Lesson 6: Mise	conceptions about the role	e of the
	youth and how these affect	their contribution to	national development)	
SUBJE	CT: RME			
Course	2S:			
	Critical and moral issues I (Le		••	
b.	Theories of religious and mo	• •		-
	theory of moral developmer development)	it · Albert Bandura - :	Social Learning theory of r	norai
Focus:	the bullet points provide	Guidance Notes on	Tutor Activity during	Time in
_	me for what is to be done	the PD Session. W		session
in the	session. The SWL should	participants (Tutors	s) will do during each	
use th	e bullets to guide what	stage of the sessior	۱.	
-	rite for the SL/HoD and			
	to do and say during each			
	n. Each bullet needs to be			
	ssed and specific reference			
manua	l be made to the course			
	oduction to the session	1.1 Reflect on lesso	n 5 of the previous PD	20 mins
	view prior learning		ut the activities, 21 st	
	critical friend to share	•	esources discussed and	
fin	dings for a short discussion	•	ed them in your lessons.	
	d lessons learned			
	ading and discussion of the	1.2 Share with your	-	
	roductory sections of the	successes and chall	enges in using the	
les	son up to and including			

	times Social Studies (Regional integration and	
	LO: Exhibit understanding of what gender issues were in colonial times.LI: Explain Gender roles in pre-colonial	
	History (History (History of Gender and culture in Ghana)	
	<i>LI:</i> Identify landforms of water action in the environment and maps	
tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	Examples Geography (Physical Geography) LO: Demonstrate knowledge on landforms of water action	
where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support	sections of lesson 6 taking into consideration the Learning Outcomes (Los) and Learning Indicators (Lis).	
aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas	from teaching lesson 5 with your larger group. 1.4 Read and discuss the introductory	
 Overview of content and identification of any distinctive 	activities and the ICT tool(s) discussed in the previous PD session in your lesson(s). 1.3 Share your findings and lessons learned	

	1
	LI: Explain the terms Lesbian, Gay, bisexual,
	transgender, queer
	1.5 Identify and discuss the distinctive
	features of your lesson in the course
	manual.
	manual.
	For evenue
	For example Geography (Population and Development):
	Meaning and characteristics of migration
	History (History of science and
	technology):
	Ghana's mining landscape from the from
	the 19th century to the end of colonial rule.
	Social studies (Youth and national
	development):
	Misconceptions about the role of the youth
	in national development
	RME (Theories of religious and moral
	development): Background of the Social
	Learning (Behaviouristic) Theories of Moral
	Development by Skinner and Bandura
As this course is dealing with	1.6 Using talk for learning, ask tutors to
supporting and/or assessing the	read pages 114 to 118 of year 3 STS manual
Professional Teaching Portfolio	on professional teaching portfolio and
Development and Classroom	discuss how they can support student
Enquiry and/or Action Research Project Report writing. Tutors	teachers to develop their Professional Teaching Portfolio, and state its
should be provided with	importance.
guidance on what to do including	
organisation of Post Internship	NB: The content of Professional teaching
Seminar.	portfolio includes:
	i. Profile
	ii. Career objectives
	iii. Educational qualifications
	iv. Wider school artefacts (Trophies, Certificates, Pictures of event),
	v. Personal teaching philosophy
	vi. Students reflective journals (SRJ)

	Importance of a professional teaching
	portfolio
	i. It serves as an evidence of student teachers' progress towards being a teacher
	ii. It serves as a starting point for continuous professional development (CPD)
	iii. It helps in acquiring and renewal of licence.
	 1.7 Discuss with tutors how to assist student teachers to conduct classroom enquiry and write reports on classroom enquiry and action research that was carried out during the first semester of year 4 STS.
	Example:
	 i. Identify problem(s) regarding teaching and learning interaction ii. Collect data to justify identified problem
	 iii. Use simple descriptive analysis to analyse data collected and use appropriate ICT tools to structure findings
	iv. Propose solution to the identified problem in a brief report. (NTS 3b)
	Writing a report on classroom enquiry and action research
	i. Description of post intervention data collection
	ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-
	interpretation
	iv. Writing findings, conclusions and recommendation of the study
	NB: Refer to pages 91-99 of year 3 STS manual on Action Research
For each session remember this is	1.8 Through discussion ask tutor to explain
the final semester before	how to help student teachers plan for the
Students begin teaching provide	world of work not forgetting the
prompts to help support this	

transition for planning and give	integration of GESI, CCI, ICT etc. as	
regard for GESI, CCI, ICT etc.	beginning teachers.	
	Example	
	 i. Encouraging student teachers to prepare and write the licensure examinations. ii. Student teachers must be encouraged to engage in continuous professional development programs to enable them to renew their licences. iii. Planning how to engage in community work and handle controversial issues GESI i. In planning you must teach methodologies that will ensure equal participation of girls, boys and students with special needs. ii. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of 	
	HIV/ AIDS, pregnancy, peer pressure, among others.	
2 Concept Development (New	2.1 Using think-pair-share, ask participants	15 mins
learning likely to arise in	to identify key concepts in lesson 6 of their	
lesson/s) :	courses.	
Identification and discussion		
of new learning, potential	Example of key concepts	
barriers to learning for student	Geography (Physical geography):	
teachers or students, new concepts or pedagogy being introduced in the lesson,	Landforms, water action, fluvial processes, mapping	
which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the	History (History of Gender and culture in Ghana): Socio-cultural space, gender roles, gender discrimination, pre-colonial time, gender inequality	
issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.	Social Studies (Regional integration and international relations): ECOWAS, AU, regional body, basic school curriculum	
	RME (Critical and moral issues I): Lesbian, Gay, bisexual, transgender, queer (LGBTQ) Socio-cultural	

 3.Planning for teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the teaching and learning activities 	3.1 Read from their course manuals the teaching and learning activities and discuss how they are to be used to teach lesson 6 of their courses.	40 mins
2 Dianning for tooshing looming	 <i>Example</i> Using groups discussion overcome the challenge of little knowledge of student teachers in ICT in geography, Student teachers with entrenched opinions on homosexuality needs to be educated on its negative effects in society in order to prevent it. 	40 mins
	2.3 Ask tutors to discuss appropriate strategies to assist student teachers to overcome the barriers to the learning of lesson 6 of their course manual.	
	RME (Critical and moral issues I): Students with entrenched opinions might struggle to appreciate why the need to learn about homosexuality	
	Social Studies (Regional integration and international relations): Misconceptions about the impact of ECOWAS and AU	
	History (History of Gender and culture in Ghana): Student teachers may have a skewed and limited understanding of the complexities in changing notions of gender in history.	
	Geography (Physical Geography): The use of still pictures and referral to you tube videos for reinforcement will make some Students face some challenges due to lack of access and little knowledge of ICT.	
	2.2 Using small group discussion, ask tutors to state some potential barriers to the teaching and learning of lesson 6 of their course manual.	

 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 Example Geography: Discussion, brainstorming, question and answer etc. Brainstorming can be used to teach concepts like the solar system in geography. History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, seminars independent study, practical 	
 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 Discussion, brainstorming, question and answer etc. Brainstorming can be used to teach concepts like the solar system in geography. History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
 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 answer etc. Brainstorming can be used to teach concepts like the solar system in geography. History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
 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 Brainstorming can be used to teach concepts like the solar system in geography. History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
 Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous Brainstorming can be used to teach concepts like the solar system in geography. History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
 Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous Concepts like the solar system in geography. <i>History:</i> Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
 integrating: GESI responsiveness and ICT and 21st C skills → Reading, discussion, and identification of continuous → Reading, discussion, and identification of continuous → History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
 responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous History: Discussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
21st C skillsDiscussion, lecture, think, pair share should➤ Reading, discussion, and identification of continuousDiscussion, lecture, think, pair share should be used in facilitating lessons, e-learning opportunities – Videos from YouTube,	
 Reading, discussion, and identification of continuous be used in facilitating lessons, e-learning opportunities – Videos from YouTube, 	
identification of continuous opportunities – Videos from YouTube,	
the -lesson. Each lesson should <i>activity</i>	
include at least two	
opportunities to use Social Studies:	
continuous assessment to shower thoughts, concept map, group	
support student teacher activity	
learning, subject specific	
examples should be provided RME :	
for SL/HoD Practical activity, work-based leaning,	
Resources: links to the existing seminars, independent study, e-learning	
PD Themes, for example, opportunities, practicum	
action research, questioning	
and to other external 3.2 Identify the teaching and learning	
reference material: literature, activities that may require further	
on web, Utube, physical clarification.	
resources, power point; how	
they should be used. For example	
Consideration needs to be <i>i. E-learning opportunities – Videos</i>	
given to local availabilityfrom YouTube in history, geography,Tutors should be expected tosocial studies and RME	
have a plan for the next lesson ii. Shower thought in social studies and	
for student teachers geography	
iii. Concept mapping in geography,	
history, RME and social studies.	
3.3 Discuss how you can guide student	
teachers to use the teaching and learning	
activities in your course manuals to teach	
the basic school curriculum.	
For example	
1. E-learning opportunities:	
<i>i.</i> Demonstrating how to prepare	
PowerPoint to teach topics in their	
lessons	

ii. Downloading Videos from YouTube
to teach concepts
2. Demonstrate how to employ work-based leaning to ensure child-centred learning.
3.4 Demonstrate how to integrate GESI responsiveness, ICT and 21 st Century skills in your lessons for students' teachers to
observe and use them in teaching the basic school curriculum and also during their support teaching in schools.
Examples
 GESI ensuring that Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, pregnancy, peer pressure, among others. In lesson planning process, make provision for time to deal with gender-specific problems, if any, such as girls who have missed class due to menstruation, household chores or family responsibilities Support to students with learning disabilities.
ICT ICT tools that can be used in teaching and learning: 1. Projector, desktop and laptops
computers for PowerPoint presentation, 2. Digital cameras for taking photographs 3. Printer, tablets, Pen Drive, iPad,
S. Printer, tablets, Peri Drive, IPad, Scanners, Microphones, DVDs and CDs Flash discs, video Games etc.

21 st Century skills
Communication skill, critical thinking,
literacy skills
a. Communication skill
Student teachers do peer-teaching on
specific topics to sharpen their skills and
competencies to be able to teach the basic
school curriculum and also develop
communication and collaboration skills.
b. Using brainstorming, concept mapping,
discussion techniques will help build critical
thinking in student teachers
3.5 Read from your course manual and
discuss the continues assessment
opportunities of your lessons.
Example
Geography (Population and Development)
1. Student-teachers make a group
presentation on meaning, characteristics
and types of migration for assessing
enquiry, creativity, and collaborations skills.
NTS; 1a 2c.
N15, 10 2C.
History (History of science and technology)
1. Student teachers to engage in fieldwork
interviewing elderly people on their
perception of the mining industry and the
changes that have taken place since.
changes that have taken place since.
Social studies (Social studies (Youth and
national development)
1. In groups, Student teachers design a
lesson demonstrating how they will teach
the lesson in JHS during STS.
RME (Critical and moral issues I)
1. Tutor tasks students to work in groups to
create posters that could be used to
educate communities to stop abusing
LGBTQ, but see them as people needing our
support to escape the unacceptable sexual
behavior
2.6 Through chowor thought ack tutors to
3.6 Through shower thought ask tutors to
list the teaching and learning resources

	from the course manuals of their courses	
	and discuss how they will use them in	
	lessons.	
	Evennlo	
	Example	
	Geography	
	i. Course manual, Maps and Physical	
	models, YouTube videos, Flip Charts,	
	audio visual aids	
	History	
	i. Primary data (pictures,	
	videos/documentary, archival documents),	
	computers/ laptops, LCD, projector/screen,	
	video/ audio player and camera	
	Social Studies	
	i. Audio-visual Equipment and Video clips on	
	the achievements of ECOWAS	
	<i>ii.</i> Posters depicting the contributions of AU	
	iii. Brailler, Scanner and Embosser Sign	
	language (Resource Person).	
	iv. internet facility, laptop computer/PCs,	
	Smartphones	
	RME	
	YouTube videos, Flip Charts, audio visual	
	aids internet facility, laptop computer/PCs,	
	Smartphones	
	Sinarphones	
	3.7 Ask tutors to explain how they will plan	
	for the next lesson.	
	For example	
	<i>i.</i> preparation of teaching learning	
	resources	
	ii. writhing of proforma.	
	iii. Using PowerPoint to prepare lessons	
4. Evaluation and review of	4.1 Identify critical friends to observe your	15 mins
session:	lessons and report at the next PD session.	
Tutors should Identifying		
critical friends to observe	4.2 Identify and address any outstanding	
lessons and report at next	issues relating to lesson 6 for further	
session	clarification.	
Identifying and addressing		
any outstanding issues		
,		L

relating to the lesson/s for	4.3 Remember to read lesson 7 from your	
clarification	course manual in advance before the next	
	PD session.	

١	utor PD Session 7	
Level: JHS	Name of Subje	ect: Social Science
SUBJECT: GEOGRAPHY Courses: a) Physical Geography: (Lesson 7	for Lesson 7 in the course Manual Wind/Aeolian Processes and Landfo Development: (Lesson 7: Urbanizatio	
SUBJECT: HISTORY		
	in Ghana: (Lesson 7: Gender and Inte ogy: (Lesson 7: Science and Technolo	• •
SUBJECT: SOCIAL STUDIES		
and UN to Date) b) Youth and National Developm	national Relations: (Lesson 7: The Ac ent: (Lesson 7: Needs of the Youth ar ve Contributions to National Develor	nd how they can
SUBJECT: RME Courses: a) Critical and Moral Issues I: (Les b) Theories of Religious and Mora Development)	son 7: Morality and Environment) al Development: (Lesson 7: Cognitive	Theories of Moral
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 d the PD Session. What PD Session participants (Tutors) will do during stage of the session.	session
 1 Introduction to the session > Review prior learning > A critical friend to share findings for a short discussion and lessons learned 	 1.1 Review the previous PD session reflect on the successes and cha with regard to its implementation share with the group. Examples of Anticipated Challenge 	Illenges on and
 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	i. The use of ICT tools ii. Unstable internet conne iii. The integration of GESI i lesson delivery	ctivity

Overview of content and	1.2 A critical friend who sat in lesson six	
identification of any distinctive aspects of the lesson/s,	class should share his or her findings	
•	with the group.	
NB The guidance for SL/HoD should	1.3 Read the introductory part of lesson 7	
identify, address and <i>provide</i>		
<i>explanations</i> for any areas where	of your course including lesson	
tutors might require clarification on	description to learning outcomes and	
an aspect of the lesson. SL/HoD take	indicators.	
feedback to gauge understanding		
and support tutor engagement.	Examples of Lesson Descriptions of Lesson	
NB SL/HoD should ask		
tutors to plan for their teaching as	Geography: (Physical Geography): The	
they go through the PD session	lesson gives the student-teacher's	
	knowledge on the activities of wind in	
	shaping desert landscapes. It covers the	
	processes of wind erosion, transportation,	
	types of deserts landscapes and landforms	
	of wind activities	
	History: (History of Arts, Science and	
	technology):	
	The course seeks to expose student	
	teachers to the development of agrarian	
	technology in Ghana's economy. It further	
	seeks to examine the science and	
	technology underpinning Ghanaian	
	agriculture and the extent to which it been	
	influenced by foreign technologies.	
	Social Studies: (Regional Integration and	
	International Relations): This lesson	
	focuses on the accomplishment of CN and	
	UN. The focuses on helping the student	
	teachers appreciate the accomplishments	
	of CN and UN and use the knowledge and	
	understanding to teach the basic school	
	curriculum.	
	RME: (Critical and Moral Issues): This is	
	the first of a two-part lesson on morality	
	and environment. In this lesson student	
	teachers undertake a field trip to witness	
	environmental problems first-hand, and	
	report about them.	

Examples of Drive Knowledge of Land 7
Examples of Prior Knowledge of Lesson 7
Geography: (Population, Environment and
Development): It is assumed that student-
teachers have previous knowledge on
migration.
History: (History of Gondor and Culture in
History: (History of Gender and Culture in Ghana): Student teachers have knowledge
of the meaning of Gender and its
importance to the call for equality.
Social Studies: (Youth and National
Development): Student Teachers are
familiar with their potentials and perhaps
some of the environments they find
themselves in the country.
They are also preparing themselves for
teaching job, involving working with
different groups of people in
different settings.
RME: (Theories of Religious and Moral
Development):
Student teachers have been taken through
religious development and some other
learning theories and might be ready to
link them to appropriate contents. They
might have also experienced
various theories of religious development
as religious
practitioners.
Examples of LOs and LIs in Lesson 7
Geography: (Physical Geography):
10
Demonstrate knowledge of the processes
of wind erosion and transportation in the
desert.
LI
Explain processes of wind erosion and
transportation in the desert.
History: (History of Arts, Science and
Technology):
10

Appreciate the nature of agrarian science
and technology in pre-colonial Ghana
LI
Describe the nature of
agrarian science and technology in pre-
colonial Ghana
Social Studies: (Regional Integration and
International Relations):
LO
Demonstrate knowledge and
understanding of the accomplishments of
CN in line with its objectives
LI
<i>i.</i> Identify and explain the objectives of
CN and UN.
ii. Examine the accomplishments of CN
and UN.
iii. Discuss the relevance of teaching
about the accomplishment of CN and
UN in the basic school curriculum
RME: (Critical and Moral Issues):
LO
Demonstrate knowledge of
environmental problems
confronting their communities.
LI
11 Describe environmental problems in
i. Describe environmental problems in
your society.
your society. ii. Create a digital report of your
your society. ii. Create a digital report of your community's environmental problems.
your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of
your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of lesson 7 of your course from your
your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of
 your society. <i>Create a digital report of your community's environmental problems.</i> 1.4 Identify the distinctive features of lesson 7 of your course from your course manual.
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 your society. <i>Create a digital report of your community's environmental problems.</i> 1.4 Identify the distinctive features of lesson 7 of your course from your course manual.
 your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of lesson 7 of your course from your course manual. Examples of Distinctive Features of Lesson 7
 your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of lesson 7 of your course from your course manual. Examples of Distinctive Features of Lesson 7 Geography: (Population, Environment and
 your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of lesson 7 of your course from your course manual. Examples of Distinctive Features of Lesson 7 Geography: (Population, Environment and Development):
 your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of lesson 7 of your course from your course manual. Examples of Distinctive Features of Lesson 7 Geography: (Population, Environment and Development): Drivers of Urbanization.
 your society. ii. Create a digital report of your community's environmental problems. 1.4 Identify the distinctive features of lesson 7 of your course from your course manual. Examples of Distinctive Features of Lesson 7 Geography: (Population, Environment and Development):

	History: (History of Gender and Culture in
	Ghana):
	-
	religion and politics.
	ii. Gender, Patriarchy and ideas of
	inequality.
	Social Studies: (Youth and National
	Development):
	<i>i.</i> The environment the youth find
	themselves in Ghana.
	<i>ii. Meeting the Needs of the</i>
	Youth.
	RME: (Theories of Religious and Moral
	Development):
	<i>i.</i> Background to Piaget's Moral
	Development Theory
	ii. Features of the three stages of
	Piaget's theory.
As this course is dealing with	1.1 Refer to pages 114- 118 of the Year
supporting and or assessing the	3 STS manual on professional
Professional Teaching Portfolio	teaching portfolio.
Development and/or Classroom	
Enquiry and Action Research	1.2 Discuss ways through which
	, 3
Project Report writing, tutors	student teachers could be assisted
should be provided with guidance	to build their teaching portfolio.
on what to do including	
organisation of Post Internship	E.g., The content of Professional teaching
Seminar.	portfolio includes:
	i. Personal teaching philosophy
	ii. Student reflective journals
	iii. Samples of work the student teacher
	has graded, showing their
	comments.
	iv. Link tutor's assessment comments
	1.3 Ask tutors to read from pages 91-
	99 of year 3 STS manual on Action
	Research and identify the various
	components of an AR.
	1.4 Assist student teachers to write
	their reports on classroom enquiry
	and action research that was
	carried out during first semester of
	year 4 STS.

	Example:	
	<i>i.</i> Description of post intervention	
	data collection	
	ii. Analysis and discussion of post	
	intervention data collection	
	iii. Comparing post and pre-	
	intervention results for	
	interpretation	
	iv. Writing findings, conclusions and	
	recommendation of the study.	
For each session remember this is	1.5 Assist student teachers to prepare for	
the final semester before Students	the world of work taking into	
begin teaching provide prompts to	consideration how to integrate GESI,	
help support this transition for	CCI, ICT etc. as beginning teachers.	
planning and give regard for GESI,		
CCI, ICT etc.	Examples:	
	i. How to prepare for the licensure	
	examination.	
	ii. How to manage placement	
	issues.	
	iii. Community engagement	
	iv. How to handle controversial	
	issues	
	GESI	
	Assign leadership roles to males,	
	females and people with different	
	forms of disabilities in groups.	
2 Concept Development (New	2.1 Brainstorm the likely new concepts	15 mins
learning likely to arise in lesson/s):	from lesson 7 of your course.	
Identification and discussion of		
new learning, potential barriers	Examples of New Concepts:	
to learning for student teachers		
or students, new concepts or	Geography: (Physical Geography):	
pedagogy being introduced in	i. Spatial locations,	
the lesson, which need to be		
	ii. Wind erosion	
explored with the SL/HoD	ii. Wind erosion	
explored with the SL/HoD NB The guidance for SL/HoD should	ii. Wind erosion History: (History of Arts, Science and	
•		
NB The guidance for SL/HoD should	History: (History of Arts, Science and	
NB The guidance for SL/HoD should set out what they need to do to	History: (History of Arts, Science and Technology):	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s	History: (History of Arts, Science and Technology): i. Agrarian science	
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	History: (History of Arts, Science and Technology): i. Agrarian science	
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	History: (History of Arts, Science and Technology): i. Agrarian science ii. Technology	
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	History: (History of Arts, Science and Technology):i.Agrarian scienceii.TechnologySocial Studies: (Regional Integration and	
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	History: (History of Arts, Science and Technology):i.Agrarian scienceii.TechnologySocial Studies: (Regional Integration and International Relation):	

	RME: (Critical and Moral Issue):	
	<i>i.</i> Environmental degradation	
	ii. Morality	
	2.2 In your subject area, identify possible	
	barriers to the teaching and learning of	
	lesson 7 of your course.	
	lesson 7 of your course.	
	Examples of Possible Barriers in Lesson 7	
	Geography: (Population, Environment and	
	Development):	
	Generally, students often have less	
	difficulties applying human geography	
	concepts but lack of funds and logistics to	
	undertake field studies could be a barrier.	
	History: (History of Gender and Culture in	
	Ghana):	
	Student teachers lack concrete	
	understanding on intersectionality.	
	Social Studies: (Youth and National	
	Development):	
	Lack of/inadequate understanding of	
	needs of the youth.	
	RME: (Theories of Religious and Moral	
	Development):	
	Student teachers may not wholly accept	
	that acquiring a sense of good moral	
	behaviour can also depend on the level of	
	one's age or experience. They may not	
	easily accept that the more children	
	advance in years the more this affects	
	them general thinking and their moral	
	thinking (judgement) in particular.	
3.Planning for teaching, learning	3.1 Refer to your course manual in your	40 mins
and assessment activities for the	subject groups and discuss the teaching	
lesson/s	and learning activities for lesson 7.	
Reading and discussion of		
the teaching and learning	Examples:	
activities	Geography: (Physical Geography): Tutor	
 Noting, addressing, and 	initiates discussions with the student	
explaining areas where	teachers on the factors necessary for	
tutors may require	precipitation.	
clarification		
ciarification		

\blacktriangleright	Noting opportunities for
	making explicit links to the
	Basic School Curriculum

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

History: (History of Arts Science and technology):

Tutor leads a discussion on the nature of the agriculture in pre-colonial economy.

Social Studies: (Regional Integration and International Relations):

Tutor facilitates student teachers' revision of previous lesson on the accomplishments of ECOWAS and AU through shower thought

RME: (Critical and Moral Issue): Tutor organizes students into

different sites to observe bad environmental practices.

- 3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion.
- 3.3 Brainstorm how to assist student teachers to appreciate the teaching and learning activities to be able to apply them in teaching the Basic School Curriculum.

For Example:

- i. Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.
- *ii.* Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class
- 3.4 Discuss the teaching and learning activities and explain how you could assist student teachers to integrate issues of GESI, ICT and the 21st Century Skills in their lessons.

E	kamples:
	ESI:
	i. Paying special attention to student
	teachers with disabilities. E.g.,
	Hearing impairment, visual
	impairment, and physical disability.
	ii. Paying attention to people with
	different learning preferences
	iii. Assign leadership roles to males,
	females and people with different
	forms of disabilities in groups.
10	T:
i.	How to assist student teachers to
	use.
<i>ii</i> .	PowerPoint to present their lessons
	during peer teaching.
<i>iii</i>	. Smart phones to search for relevant
	information on Google and other
	search engines.
2:	1st Century Skills:
	i. Use of smart phones and
	PowerPoint presentations to
	develop:
	a. digital literacy skills.
	b. Innovation and creativity.
	ii. Use of group discussion to develop:
	a. communication and
	Collaboration skills
	b. Leadership and personal
	development c. Critical thinking and
	problem-solving skills
3.	5 Refer to your course manual in your
	subject groups to identify and discuss
	the continuous assessment
	opportunities in lesson 7 in line with
	the NTEAP.
E	kamples:
	eography: (Population. Environment and
	evelopment): Student teachers outlines
	ne consequences of urbanization to socio-
	conomic

	development of Africa through group	
	presentation to exhibit Pedagogical	
	content Knowledge (PCK), NTS 2c	
	History: (History of Gender and Culture in	
	Ghana): Apply knowledge and	
	understanding of gender concepts and	
	principles to assist learners to appreciate	
	the importance of harmony, collaboration,	
	equity and inclusivity in their communities.	
	Cosial Studios: (Vouth and National	
	Social Studies: (Youth and National	
	Development):	
	Group presentations on the environment	
	the youth find themselves in Ghana	
/	meeting the needs of the youth	
	RME: (Theories of Religious and Moral	
	Development):	
	Development): Student teachers write out	
	their individual responses on the	
	Educational Implications of the theories of	
	moral development.	
	3.6 Identify relevant teaching and learning	
	resources that can be used to teach	
	lesson 7 of your course.	
	Examples:	
	Geography: (Physical Geography): Course	
	manual, maps and globe, YouTube videos,	
	laptops, projectors etc.	
	History: (History of Arts Science and	
1	technology):	
	Primary data (pictures,	
	videos/documentary, archival documents),	
	computers, laptops, LCD projectors etc	
	Social Studies: (Regional Integration and	
	International Relations):	
	Audio-visual's equipment and video clips	
	on law and order, pictures and posters	
	depicting orderliness and disorderliness	

	<i>RME: (Critical and Moral Issues):</i> White board, markers, smart phones, computers, course outlines etc.	
	3.7 Prepare a detailed plan on how to execute an effective lesson 7 to student teachers.	
 4. Evaluation and review of session: ➤ Tutors should Identifying critical friends to observe lessons and report at next session 	 4.1 Reflect and write down the main themes discussed in the PD session. 4.2 Share your points with colleagues in your group and then with the larger group. 	15 mins
 Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.3 Identify a critical friend to observe their lessons and give feedback and report during the next PD session. 4.4 Ask further questions for clarification if 	
	 4.4 Ask further questions for characteristic there are still outstanding issues. 4.5 Read lesson 8 of your course manual and mobilize the needed resources for the next PD session. 	

	Tutor PD Session 8		
Ag	e Level: JHS	Name of Subject: Social Sc	iences
Co coi ii. `	Tutor PD Session for Lesson 8 in the Course Manual Subject: Social Studies Courses: i. Regional Integration and International Relations (Lesson 8: Challenges confronting ECOWAS and AU) ii. Youth and National Development (Lesson 8: Expectations of Ghanaians about the role of the youth)		
Co ii.	Subject: RME Courses: i. Critical and Moral Issues (Lesson 8: Morality and Environment II) ii. Theories of Religious and Moral Development (Lesson 8: Cognitive Theory of Moral Development by Lawrence Kohlberg, 1984)		
Co ii. I	Subject: History Courses: i. History of Gender and Culture in Ghana (Lesson 8: Gender and Intersectionality II) ii. History of Arts, Science and Technology in Ghana (Lesson 8: Art and economic development)		
Co ii. I	Subject: Geography Courses: i. Physical Geography (Lesson 8: Wind & Fluvial processes and landforms in deserts) ii. Population, Environment and Development (Lesson 8: Population, natural resource utilization and development)		
	cus: the bullet points provide	Guidance Notes on Tutor Activity during	Time in
	e frame for what is to be done the session. The SWL should	the PD Session. What PD Session participants (Tutors) will do during each	session
	e the bullets to guide what	stage of the session.	
	ey write for the SL/HoD and		
	ors to do and say during each		
	sion. Each bullet needs to be		
ad	dressed and specific reference		
she	ould be made to the course		
	inual/s.		
	ntroduction to the session	1.1 Reflect on the successes and weaknesses	20 mins
	Review prior learning	of lesson 7 during its implementation in	
	A critical friend to share findings for a short discussion	the classroom.	
	and lessons learned	For example:	
\triangleright	Reading and discussion of the	<i>i.</i> Were there GESI issues affecting	
	introductory sections of the	lesson delivery in the classroom?	
	lesson up to and including	<i>ii.</i> Were there any difficulties in	
	learning outcomes and	integrating ICT tools etc. in the	
	indicators	classroom?	
\triangleright	Overview of content and	1.2 Share your experiences on lesson 7	
	identification of any	during its implementation in the	
		classroom.	

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	 1.3 Sit in groups based on your subject areas. 1.4 Review the prior knowledge of the student teachers in line with lesson 8. Example of student teachers' prior knowledge: Geography (Physical Geography): Student teachers already have background knowledge of Biophysical systems and Wind/Aeolian processes and landforms in deserts in their year two. History (History of Gender and Culture in Ghana): Student teachers have knowledge of the meaning of Gender and its importance to the call for equality. RME (Critical Moral Issues): Student teachers have undertaken field trip and created digital reports about their visits. Social Studies (Regional Integration and International Relations): Student teachers are familiar with the achievements of ECOWAS and AU. 1.1 Discuss the introductory part of lesson 8 of your course in the manual including: course descriptions, learning outcomes and their indicators. Geography (Population, Environment and Development) Lesson description Student teachers are introduced to the study of resources can best be utilised for sustainable development. 	
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History (History of Arts, Science and	
Technology in Ghana)	
Lesson description:	
The lesson introduces student teachers to	
the significance of art technology in the	
economic development in Ghana's	
economy; thereby exposing student	
teachers to selected trajectories in the work	
of art.	
RME (Theories of Religious and Moral	
Development)	
Lesson description:	
Student teachers will be offered an	
opportunity to discuss Kohlberg's Theory of	
Moral Development to enable them to	
determine their own professional needs as	
they continue to explore, relate the theory	
to their classroom teaching and by that	
suggest avenues for professional	
development	
Social Studies (Youth and National	
Development)	
Lesson description:	
The lesson tries to involve the Youth in a	
discussion on how they can prepare	
themselves for national development.	
Examples of LOs and LIs:	
Geography (Physical Geography):	
LO:	
Familiarize with the fluvial processes in	
deserts.	
LI:	
Demonstrate knowledge on the fluvial	
processes in desert landscapes.	
History (History of Gender and Culture in	
Ghana.):	
LO:	
Appreciate the focus in the differences in	
feminist ideologies.	
	1

T I
LI:
Discuss any reason for the differences in
ideologies and how it can be solved.
RME (Critical and Moral Issues):
NML (Childan and Wordthissacs).
LO:
Demonstrate knowledge of environmental
problems confronting their communities.
LI:
Explain environmental problems in your
society.
Social Studies (Regional Integration and
International Relations):
LO: Demonstrate knowledge and understanding
of the challenges confronting ECOWAS as a
regional body.
Identify and explain the challenges
confronting ECOWAS.
1.6 Brainstorm for the distinctive features of
lesson 8 in your course manual.
Examples of distinctive features of lesson 8: Geography (Population, Environment and
Development):
<i>i.</i> Meaning of the term's natural
resources and economic
development
<i>ii.</i> Types and characteristic of natural
resources
iii. Population, natural resources, and
development
History (History of Arts, Science and
Technology in Ghana):
<i>i.</i> Art forms and technology in Ghana <i>ii.</i> Tochnological processor of colocted
 ii. Technological processes of selected work areas
workarcas

	PME (Theories of Policious and Moral
	RME (Theories of Religious and Moral
	Development):
	Criteria for designing appropriate
	assessment items.
	Social Studies (Youth and National
	Development):
	<i>i.</i> Ways the youth can use to prepare themselves for national development
	<i>ii.</i> Teach related topics in the Basic
	School curriculum
As this course is dealing with	
As this course is dealing with	1.7 Refer to pages 114-118 and 91-100 of
supporting and/ or assessing the	the year 3 STS manual to clarify your
Professional Teaching Portfolio	mind on the differences and similarities
Development and Classroom	between professional teaching portfolio
Enquiry and/or Action Research	and Classroom Enquiry and Action
Project Report writing, tutors	Research project.
should be provided with	
guidance on what to do	1.8 Discuss with student teachers' ways by
including organisation of Post	which they could be supported to
Internship Seminar.	develop their Professional teaching
	portfolio and Classroom Enquiry and
	Action Research project
	Examples of the content of a Professional
	Examples of the content of a Professional teaching portfolio:
	i. Students' reflective journalsii. Samples of student teachers work
	graded, and comments shown.
	iii. Personal teaching philosophy
	iv. Minutes of meetings e.g., with
	mentor/lead mentor
	1.9 Road from pages 91.99 of year 2 STS
	1.9 Read from pages 91-99 of year 3 STS manual again on Classroom Enquiry and
	Action Research project writing and
	consider organizing post-internship
	seminar for student teachers as they
	prepare to become beginning teachers.
	1.10 Discuss how student teachers can be
	supported to collect and write reports
	on Classroom Enquiry and Action Research through activities such as:
	-
	i. Description of post intervention data
	collection

	ii. Analysis and discussion of post	
	intervention data collection	
	iii. Comparing post and pre-intervention	
	results for interpretation	
	iv. Writing findings, conclusions and	
	recommendation of the study.	
For each session remember this	1.9. Remind student teachers in their	
is the final semester before	teaching that this semester is their final	
Students begin teaching provide	semester for them to go into the society	
prompts to help support this	to start their practice as professional	
transition for planning and give	teachers.	
regard for GESI, CCI, ICT etc.		
	1.12 Incorporate in your lessons how you	
	can assist student teachers to prepare	
	themselves for the world of work having in	
	mind how to integrate CCI, ICT GESI.	
	Examples:	
	i. How to adjust and position	
	themselves for their educational	
	advancement.	
	ii. How to relate with both male and	
	female members of the community	
	in which they find themselves.	
	in which they find themselves.	
	GESI	
	Assigning leadership roles to both males and	
	females leaners as well as people with	
	different forms of disabilities they will be	
	teaching in their communities	
2 Concept Development (New	2.1 Brainstorm for possible new learning	15 mins
learning likely to arise in	that student teachers will derive from lesson	12 111112
lesson/s):	8 in your course.	
 Identification and discussion 		
of new learning, potential	Examples of New learning Concepts:	
barriers to learning for student teachers or students,	Geography (Physical Geography):	
,	i. Fluvial processes in desertsii. Desert fluvial landforms	
new concepts or pedagogy		
being introduced in the	iii. Formation of landforms of fluvial	
lesson, which need to be	processes in deserts	
explored with the SL/HoD	listom (listom of Condensed C. I	
NB The guidance for SL/HoD	History (History of Gender and Culture in	
should set out what they need to	Ghana):	
do to introduce and explain the	i. Gender	
issues/s with tutors, they should	ii. Sexuality	
take feedback to gauge	iii. Race and	
	iv. Ethnicity	

understanding and support tutor	
engagement.	RME (Critical Moral Issues):
	i. Environmental problems
	ii. Presentation
	iii. Field trip
	Social Studies (Regional Integration and
	International Relations):
	i. Demonstration lesson
	ii. Challenges
	iii. Accomplishments
	iv. Achievements
	2.2 Shower thought for the potential
	barriers for the delivery and learning of
	lesson 8 in your course manual.
	Examples of potential barriers of lesson 8:
	Geography (Population, Environment and
	Development):
	i. The belief systems of some of the
	student-teachers will influence
	their perception.
	ii. Tutors will assuage their fears.
	History (History of Arts, Science and
	Technology in Ghana):
	Student teachers may struggle in identifying
	the main drivers of the colonial economy.
	RME (Theories of Religious and Moral
	Development):
	i. Student teachers may not accept that
	acquiring a conscience or good moral
	behaviour depends on the amount and
	type of training that a child receives.
	ii. They may not easily accept that the
	more children advance in years the
	more their moral thinking (judgement)
	is developed
	Social Studies (Youth and National
	Development):
	Misconceptions and negative attitudes
	towards government jobs.

		2.3 Brainstorm for the strategies you can	
		employ to address these potential	
		barriers in your course area for teaching	
		and learning to be effective.	
		Example:	
		Make effective use of group discussions,	
		group presentations, projects for student-	
		teachers to interact and learn best practices	
		among themselves.	
3.Plan	ning for teaching, learning	3.1 Refer to your course manual to read and	40mins
	sessment activities for the	discuss the teaching and learning activities	
lesson		in lesson 8 and how they can be	
	Reading and discussion of	appropriately employed in delivering the	
	_	Basic School Curriculum.	
	the teaching and learning		
~	activities	Evenuelos of togeting and lowering	
	Noting, addressing, and	Examples of teaching and learning	
	explaining areas where	activities:	
	tutors may require		
	clarification	Geography (Wind depositional landforms):	
\succ	Noting opportunities for	Tutor introduces the lesson to the student	
	making <i>explicit links</i> to	teachers by discussing the nature of air	
	the Basic School	masses and fronts.	
	Curriculum	History (Gender, sexuality, race and	
\succ	Noting opportunities for	ethnicity):	
	integrating: GESI	Tutor leads discussion on the differences in	
	responsiveness and ICT	ideologies based on women's different	
	and 21 st C skills	experiences.	
\triangleright	Reading, discussion, and		
	identification of	RME (Critical and Moral Issues):	
	continuous assessment	Tutor calls out student groups in turns to	
	opportunities in the	present their digital reports about their field	
	lesson. Each lesson should	trip.	
	include at least two		
	opportunities to use	Social Studies (Regional Integration and	
	continuous assessment to	International Relations):	
	support student teacher	Tutor facilitates the use of differentiated-	
	••		
	learning, subject specific	task group activity, internet searches and	
	examples should be	concept mapping to enable student teachers	
~	provided for SL/HoD	identifies and discuss challenges confronting	
	Resources: links to the	ECOWAS and AU, impact of those challenges	
	existing PD Themes, for	and how to solve them.	
	example, action research,		
	questioning and to other	3.2 Read over the teaching and learning	
	external reference	activities in lesson 8 provided in your course	
	material: literature, on	manual to identify possible areas that may	
	web, Utube, physical	need clarification for discussion.	

resources, power point;	3.3 Discuss with student teachers how they	
how they should be used.	would employ some of these teaching and	
Consideration needs to be	learning activities in delivering the Basic	
given to local availability	School Curriculum as beginning teachers.	
 Tutors should be 		
expected to have a plan	Example:	
for the next lesson for	During teaching, assist student teachers to	
student teachers	plan and do peer teaching to demonstrate	
	how to apply some of the teaching	
	strategies when they go out for STS and real	
	teaching situations.	
	3.4 Examine the teaching and learning	
	activities suggested in your course manual	
	and explain how ICT, GESI, and the 21 st	
	Century Skills can be incorporated into your	
	teaching.	
	Examples (GESI)	
	<i>i.</i> Giving special notice to student with	
	disabilities. E.g., Hearing impairment,	
	visual impairment, and physical	
	disability.	
	<i>ii.</i> Sharing leadership roles to males and	
	females in groups.	
	iii. Using mixed-ability grouping.	
	<i>iv.</i> Making use of gender-neutral language E.g., Chairperson instead of chairman	
	E.g., Champerson instead of chairman	
	Examples (ICT)	
	Help student teachers to search for	
	information on the internet and do	
	presentations using Projectors, smart	
	phones, etc.	
	21 st Century Skills to be developed in student	
	teachers engaging in the teaching and	
	learning activities in respect course manual.	
	i. Digital literacy, skills through the use	
	of their smart phones and power	
	point presentation.	
	ii. Innovation and creativity.	
	Group discussions and presentations will	
	lead to:	
	<i>i.</i> Communication and Collaboration	
	skills	

	ii. Leadership and personal	
	development	
	iii. Critical thinking and problem-solving	
	skills	
	3.5 In your respective groups discuss the	
	continuous assessment opportunities in	
	lesson 8 of your course in the course	
	manual.	
	Examples of assessment opportunities:	
	Geography (Population, Environment and	
	Development):	
	Student teachers' presentations on natural	
	resources to exhibit enquiry, collaboration,	
	creative skills shall be assessed. NTS 1a	
	History (History of Arts, Science and	
	Technology in Ghana):	
	Project assessment: Task student teachers	
	write a one-page summary of lesson.	
	RME (Theories of Religious and Moral	
	Development):	
	 Subject Portfolio Assessment. 	
	 Subject Project Assessment. Subject Project Assessment. 	
	Subject Project Assessment.	
	Social Studies (Youth and National	
	Development):	
	Projects: Group presentations on teaching	
	strategies they would use to teach ways the	
	youth can use to prepare themselves for	
	national development at the basic school	
	level. Observation of student teacher's	
	participation in discussions.	
	2.6 In your respective subject groups	
	3.6 In your respective subject groups	
	brainstorm for the relevant teaching and	
	learning resources that can be employed	
	to teach lesson 8 of your course in the course manual.	
	Examples of teaching and learning	
	resources:	
	Geography:	
	i. Course manual	
	ii. Maps and Physical models	
	iii. YouTube videos	
1		

	iv. Audio visual aids	[]
	v. Projectors, etc.	
	History:	
	i. Books	
	ii. Media reports	
	iii. Videotapes	
	iv. Computers/ laptops, LCD	
	v. Projector/screen.	
	RME:	
	i. Books	
	ii. Media reports	
	iii. Resources persons	
	iv. Videotapes etc.	
	Social Studies:	
	i. Audio-visual Equipment	
	ii. Braille	
	iii. Resource Person	
	iv. Internet facility	
	v. Laptop computer/PCs	
4. Evaluation and review of	4.1Write down what you have learnt in this	15 mins
session:	PD session which is lesson 8 and share your	
Tutors should Identifying	points with your colleagues.	
critical friends to observe		
lessons and report at next	4.2 Identify a critical friend to observe your	
session	lesson and give feedback to you and report	
Identifying and addressing	in the next PD session.	
any outstanding issues		
relating to the lesson/s for	4.3 Do you still have some issues/challenges	
clarification	that need further clarification?	
	4.4 Read lesson 9 for the next PD session.	

Tutor PD Session 9			
Level:	JHS	Name of Subject: Social Scier	ice
COURS a.	CT: GEOGRAPHY SES: Physical Geography: (Lesson 9:	or Lesson 9 in the Course Manual Processes and Landforms of the Coast) Development: (Lesson 9: Population-Environ	ment
COURS a.	History of Gender and Culture i Masculinity in Contemporary G	ogy: (Lesson 9: Challenges to the Developme	
COURS a. b. SUBJEC COURS a.	Regional Integration and Interr CN and UN) Youth and National Developme CT: RME SES: Critical and Moral Issues: (Less	national Relations: (Lesson 9: Challenges Cor ent: (Lesson 9: The National Youth Policy of G on 9: Morality and Violence) I Development: (Lesson 9: Mid Semester Co	Ghana)
frame session bullets the SL/ during needs referen	the bullet points provide the for what is to be done in the n. The SWL should use the s to guide what they write for /HoD and tutors to do and say each session. Each bullet to be addressed and specific nce should be made to the manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1 Intro → Rev → A c for lea	duction to the session view prior learning ritical friend to share findings a short discussion and lessons rned ading and discussion of the roductory sections of the	 1.1 Share your experiences of lesson 8 PD session and how you applied the activities and methods in your lesson (positives and challenges you encountered in the classroom). 1.2 A critical friend who observed a 	20 mins

 Overview of content and identification of any distinctive aspects of the lesson/s, NB: The guidance for SL/HoD should identify, address and <i>provide</i> <i>explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	 1.3 Read the introductory part of lesson 9 of your course up to and including learning outcomes and indicators. Examples of Lesson 9 Lesson Description Geography: (Physical Geography): The lesson introduces student-teachers to processes shaping coastal landscapes, factors that determine the nature of coastal landscapes and types of coastal landforms.
	History: (History of Gender and Culture in Ghana): This lesson seeks to expose student teachers on the understanding of gender roles and expectations in contemporary Ghanaian society.
	Social Studies: (Regional Integration and International Relations): The lesson places emphasis on helping student teachers to understand the challenges confronting CN and UN, become conscious of how the challenges impact on the operations and attainment of their objectives and as well how the challenges can be addressed.
	RME: (Critical and Moral Issues): This lesson is focused on violence and how moral education could play a role in curbing this social vice.
	Examples of Prior Knowledge to Lesson 9 Geography: (Physical Geography): It is expected that lessons from biophysical systems will provide background knowledge to student-teachers in the course.
	History: (History of Gender and Culture in Ghana): Student teachers have prior knowledge on the understanding of

gender roles in pre-colonial and colonial
times.
Social Studies: (Regional Integration
and International Relations): Student
teachers are familiar with the
achievements of ECOWAS and AU.
RME: (Critical and Moral Issues):
Student teachers have witnessed or read
about, or actively participated in violent
activity.
Examples of LOs and LIs in Lesson 9:
Geography: (Population, Environment and Development):
LO:
Explain the spheres of the environment.
LI:
Student teachers should present their
own definition of the term environment
and the spheres of the environment.
History (History of Arts Calance and
History: (History of Arts, Science and
Technology):
LO:
Demonstrate knowledge of various
challenges to the art, science and
technology in Ghana's economic
development.
LI:
Identify various challenges faced in
Ghana's art, science and technological
consolidation.
Social Studies: (Youth and National
Development):
LO:
Appraise the national youth policy and
its impacts on youth empowerment. (NTS
2 a, e & f NTECF p. 20-22; 45-46).
LI:
Evaluate the national youth policy

DME: Theories of Policious and March
RME: (Theories of Religious and Moral
Development):
LO:
Student teachers will be able to explain
clearly in writing the distinction between
the various religious and moral
development theories they have learnt.
LI:
Student teachers will demonstrate good
knowledge and understanding of what
they have learnt.
1.4 Identify the distinctive features of
lesson 9 of your course from your
course manuals.
Distinctive Features of Lesson 9
Geography: (Population, Environment
and Development):
<i>i.</i> Meaning and spheres of the
environment.
<i>ii.</i> Population characteristics and the
environment
iii. Challenges with environmental
sustainability
<i>cuccumatiney</i>
History: (History of Arts, Science and
Technology):
<i>i.</i> Challenges to the development of
Art, science and technology in
Ghana.
Social Studies: (Youth and National
Development):
i. Evaluation of the national
youth policy.
ii. Feasibility of the Proposed
Implementation of the
National Youth Policy
RME: (Theories of Religious and Moral
Development):
<i>i.</i> Review of content/topics
delivered
ii. Review of previous class
exercises and assignments

As this course is dealing with	1.1 Read pages 114-118 of the year 3 STS
supporting and or assessing the	manual on professional teaching
Professional Teaching Portfolio	portfolio.
Development and/or Classroom	
Enquiry and Action Research Project	1.2 Discuss ways through which student
Report writing, tutors should be	teachers could be assisted to build
provided with guidance on what to	their teaching portfolio.
do including organization of Post	E.g., The Content of Professional
Internship Seminar.	Teaching Portfolio includes:
	i. Personal teaching philosophy
	ii. Student reflective journals
	iii. Samples of work the student
	teacher has graded, showing
	their comments.
	iv. Link tutor's assessment
	comments
	1.3 Read from pages 91-99 of year 3 STS
	manual on Action Research and
	identify the various component of an
	AR.
	1.4 Assist student teachers to write their
	reports on Classroom Enquiry and
	Action Research that was carried out
	during first semester of year 4 STS
	Examples:
	i. Description of post intervention
	data collection
	ii. Analysis and discussion of post
	intervention data collection
	iii. Comparing post and pre-
	intervention data for
	interpretation
	iv. Write findings, conclusions and
	recommendation of the study.
For each session remember this is	1.9 Assist student teachers to prepare
the final semester before Students	for the world of work taking into
begin teaching provide prompts to	consideration how they will integrate
help support this transition for	GESI, CCI, ICT as beginning teachers,
planning and give regard for GESI,	etc.
CCI, ICT etc.	Examples:
	i. Preparation towards the licensure
	examination.
	ii. Management placement issues.

		,,
	iii. Engagement with community, PTA	
	and SMC	
	iv. Management of controversial issues,	
	e.g., mores, taboos and gender	
	issues	
	155465	
	GESI	
	i. Assign leadership roles to males,	
	females and people with different	
	forms of disabilities in groups.	
2 Concept Development (New	2.1 Brainstorm the likely new concepts	15 mins
learning likely to arise in lesson/s) :	from lesson 9 in your course.	
Identification and discussion of	Examples of New Concepts in Lesson 9:	
new learning, potential barriers	Geography: (Physical Geography):	
to learning for student teachers	Waves Formation, Coastal processes,	
or students, new concepts or	and coastal landforms.	
pedagogy being introduced in the	History: (History of Gender and Culture	
lesson, which need to be	in Ghana): Dynamics of gender –	
explored with the SL/HoD	femininity and masculinity.	
NB The guidance for SL/HoD should	Social Studies: (Regional Integration	
set out what they need to do to	and International Relations):	
introduce and explain the issues/s	Commonwealth of Nations, United	
with tutors, they should take	Nations, concept of challenges.	
feedback to gauge understanding	RME: (Critical and Moral Issues): Mob	
and support tutor engagement.	justice, riot, hooliganism, vigilantism.	
	2.2 In your subject areas identify	
	possible barriers to the teaching and	
	learning of lesson 9 of your course.	
	Examples of Possible Barriers in Lesson	
	9:	
	Geography: (Physical Geography): Most	
	of the student teachers have never seen	
	the ocean and the behaviour of	
	sea/ocean weaves.	
	History: (History of Gender and Culture	
	in Ghana): Student teachers may face	
	difficulty with overcoming their pre-	
	conceived ideas about some cultural and	
	religious practices that are gendered.	
	Social Studies: (Regional Integration	
	and International Relations): Lack of	
	appreciation of the problems of CN and	
	UN.	

	DNAF. (Critical and Manal Issues)	
	RME: (Critical and Moral Issues):	
	Student teachers previous experiences	
	with violence could cloud the judgements	
	about such practices.	
	2.3 Brainstorm the appropriate	
	strategies you will used to assist	
	student teachers to appreciate these	
	concepts and overcome the barriers.	
	<i>E.g., brainstorming, group activities,</i>	
	video clips of empirical evidence etc.	
2 Planning for tooching loorning		40mins
3.Planning for teaching, learning	3.1 Refer to the course manuals in your	40mms
and assessment activities for the	subject groups and discuss the	
lesson/s	teaching and learning activities for	
Reading and discussion of the	lesson 9.	
teaching and learning		
activities	Examples of Teaching and Learning	
Noting, addressing, and	Activities in Lesson 9:	
explaining areas where tutors		
may require clarification	Geography: (Population, Environment	
Noting opportunities for	and Development):	
making <i>explicit links</i> to the	Guide student teachers in groups of five	
Basic School Curriculum	members and task them to present on	
Noting opportunities for	how population characteristics affect	
integrating: GESI	environmental sustainability	
responsiveness and ICT and		
21 st C skills	History: (History of Arts, Science and	
Reading, discussion, and	Technology): Tutor discusses with	
identification of continuous	student teachers the historical	
assessment opportunities in	backgrounds to the challenges to the	
the lesson. Each lesson	development of Art, science and	
should include at least two	technology in Ghana.	
opportunities to use		
continuous assessment to	Social Studies: (Youth and National	
support student teacher	Development): Using know-want to	
learning, subject specific	know and learnt (KWL); initiate	
examples should be provided	discussion with student teachers about	
for SL/HoD	what they already know about the	
 Resources: links to the 	Ghana's youth policy, what they want to	
existing PD Themes, for	learn, and after the lesson indicate what	
example, action research,	they have learnt).	
questioning and to other		
external reference material:	RME: (Theories of Religious and Moral	
literature, on web, Utube,	Development): Tutor leads a discussion	
physical resources, power	on strategies to encourage those who	
point; how they should be		
	may find it not useful taking active part	
	in the review to do so as to promote	

and other search engines.	used. Consideration needs to be given to local availability Tutors should be expected to have a plan for the next lesson for student teachers	 inclusivity, diversity and effective learning. 3.2 Read over the teaching and learning activities in your course manuals and identify possible areas you may need clarification for discussion. 3.3 Brainstorm on how to assist student teachers to appreciate the teaching and learning activities to be able to apply them in teaching the Basic School Curriculum. For example Student teachers do mock-teaching on specific topics making use of ICT tools to sharpen their skills and competencies to be able to teach the Basic School Curriculum. Student teachers should prepare a lesson plan on any topic from the JHS Curriculum to do mock-teaching in the class. 3.4 Discuss the teaching and learning activities in the course manual and explain how you can assist student teachers to integrate issues of GESI, ICT and the 21st Century Skills in their lessons. Examples: GESI: Avoid gender stereotyping Using mixed-ability grouping Paying special attention to student teachers to use: PowerPoint to present their lessons during peer teaching. Smart phones to search for relevant information on Google and other search engines.
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21st Century Skills:
The use of smart phones and PowerPoint
presentations will develop:
i. digital literacy skills
ii. innovation and creativity
 The use of group discussion will develop: communication and collaboration skills leadership and personal development critical thinking and problem-solving skills 3.5 Refer to your course manuals in your subject groups to identify and discuss the continuous assessment
opportunities in lesson 9 in line with the NTEAP.
Examples of Assessment in Lesson 9: Geography: (Physical Geography): Student teachers turn in written essay for grading on wave erosional land forms on the coast.
History: (History of Gender and Culture in Ghana): In groups, student teachers debate the dynamics of gender in contemporary Ghana.
Social Studies: (Regional Integration and International Relations): Group presentations on the challenges
confronting CN and UN.
RME: (Critical and Moral Issues): Students should dramatize in class bringing out the effects of hooliganism/riots, vigilantism and mob justice.
3.6 Identify relevant teaching and learning resources that you can use to teach lesson 9 of your courses.

	Examples:	
	Geography: (Population, Environment	
	and Development):	
	Geography Course Manual, Flip Charts,	
	Pens, Pencils, 'A' 4 sheets, markers.	
	History: (History of Arts, Science and	
	Technology): Secondary Sources: (Books,	
	Paintings, Media reports (based on	
	primary sources and appear after an	
	event) Primary Sources: (Letters, Diaries,	
	Eyewitness articles, Videotapes,	
	Speeches, Photographs, Artefacts)	
	computers/ laptops, LCD projector/screen.	
	Social Studies: (Youth and National	
	Development):	
	Audio-visual Equipment and Video clips	
	on teaching democratic governance;	
	Braille, Scanner and Embosser Sign	
	language (Resource Person). internet	
	facility, laptop computer/PCs.	
	RME: (Theories of Religious and Moral	
	Developmenti	
	Development): Secondary Sources (Books), answer	
	Secondary Sources (Books), answer	
	Secondary Sources (Books), answer	
	Secondary Sources (Books), answer booklets, projectors etc.	
	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 	
4. Evaluation and review of session:	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main 	15 mins
Tutors should Identifying	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD 	15 mins
Tutors should Identifying critical friends to observe	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main 	15 mins
Tutors should Identifying critical friends to observe lessons and report at next	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 	15 mins
Tutors should Identifying critical friends to observe lessons and report at next session	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in 	15 mins
 Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the 	15 mins
 Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing any outstanding issues 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in 	15 mins
 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 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the larger group. 	15 mins
 Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing any outstanding issues 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the larger group. 4.3 Identify a critical friend to observe 	15 mins
 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 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the larger group. 	15 mins
 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 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the larger group. 4.3 Identify a critical friend to observe your lessons and give feedback to 	15 mins
 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 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the larger group. 4.3 Identify a critical friend to observe your lessons and give feedback to you who will later report during PD session 10. 	15 mins
 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 	 Secondary Sources (Books), answer booklets, projectors etc. 3.7 Prepare a detailed plan on how to execute an effective lesson 9 to student teachers. 4.1 Reflect and write down the main themes discussed during the PD session. 4.2 Share your points with colleagues in your group, and then share with the larger group. 4.3 Identify a critical friend to observe your lessons and give feedback to you who will later report during PD 	15 mins

4.5 Read lesson 10 in your various course manuals and mobilize the needed resources for the next PD	
session.	

	Tutor PD Session 10)	
Age Level: JHS		Name of Subj Science	ect: Social
Tutor PD Session for Lesson 10 in th SUBJECT: GEOGRAPHY	e Course Manual		
Courses: a. Physical Geography (lesson 10: 7 reefs)	Гуреs of Coast, nature	of the ocean floor and	d coral
b. Population and Development (L	esson 10: Population a	nd Environmental De	gradation)
SUBJECT: HISTORY			
Courses:			
a. History of Gender and culture in	•	eas of femininity and	
Masculinity in contemporary G			
 b. History of science and technolo art, science and technology in G 		an inventions to the c	hallenges
art, science and technology in c	Jilaliaj		
SUBJECT: SOCIAL STUDIES			
Courses:			
a. Regional integration and intern		on 10: Ghana's memb	ership of
the international bodies and its	•		
	nt (Lesson 10: Ghana's	2010 national youth	nolicy)
b. Youth and national development		,	policy
-			poneyy
b. Youth and national developme SUBJECT: RME Courses:		,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
SUBJECT: RME		,	
SUBJECT: RME Courses: a. Critical and moral issues I (lesso b. Theories of religious and moral o	n 10: Discrimination I) development (lesson 1		
SUBJECT: RME Courses: a. Critical and moral issues I (lesso b. Theories of religious and moral o religious education (Harlod Loue	n 10: Discrimination I) development (lesson 1 <es)< th=""><th>0: Empirical research</th><th>on</th></es)<>	0: Empirical research	on
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral or religious education (Harlod Louk Focus: the bullet points provide	n 10: Discrimination I) development (lesson 1 <es) Guidance Notes on Tu</es) 	0: Empirical research utor Activity during	on Time in
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral or religious education (Harlod Louk Focus: the bullet points provide the frame for what is to be done	n 10: Discrimination I) development (lesson 1 kes) Guidance Notes on Tu the PD Session. What	0: Empirical research utor Activity during PD Session	on
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral religious education (Harlod Louk Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use	n 10: Discrimination I) development (lesson 1 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w	0: Empirical research utor Activity during PD Session	on Time in
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral or religious education (Harlod Louk 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	n 10: Discrimination I) development (lesson 1 kes) Guidance Notes on Tu the PD Session. What	0: Empirical research utor Activity during PD Session	on Time in
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral of religious education (Harlod Louk 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	n 10: Discrimination I) development (lesson 1 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w	0: Empirical research utor Activity during PD Session	on Time in
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral or religious education (Harlod Louk 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	n 10: Discrimination I) development (lesson 1 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w	0: Empirical research utor Activity during PD Session	on Time in
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SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral of religious education (Harlod Louk 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	n 10: Discrimination I) development (lesson 1 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w	0: Empirical research utor Activity during PD Session	on Time in
SUBJECT: RME Courses: a. Critical and moral issues I (lesson b. Theories of religious and moral of religious education (Harlod Louk 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. Introduction to the session	n 10: Discrimination I) development (lesson 10 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w stage of the session. 1.1 Share your experie	0: Empirical research Jtor Activity during PD Session vill do during each	on Time in
 SUBJECT: RME Courses: a. Critical and moral issues I (lessone) b. Theories of religious and moral or religious education (Harlod Louk) 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. Introduction to the session ➢ Review prior learning 	n 10: Discrimination I) development (lesson 1 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w stage of the session.	0: Empirical research Jtor Activity during PD Session vill do during each ences of lesson 9 and activities and	on Time in session
 SUBJECT: RME Courses: a. Critical and moral issues I (lessore) b. Theories of religious and moral of religious education (Harlod Loud) 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. Introduction to the session Review prior learning Reading and discussion of the 	n 10: Discrimination I) development (lesson 10 ces) Guidance Notes on Tu the PD Session. What participants (Tutors) w stage of the session. 1.1 Share your experie how they applied the methods in their class	0: Empirical research Jtor Activity during PD Session vill do during each ences of lesson 9 and activities and	on Time in session
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NB The guidance for SL/HoD should	iii. H	ow they were able to work	
identify, address and provide	w	ithout internet access	
explanations for any areas where	iv. H	ow they were able to cope with	
tutors might require clarification	u	nsustainable power supply	
on an aspect of the lesson.	v. Tł	he six weeks virtual learning made	
NB SL/HoD should ask tutors to	th	ne implementation of PD sessions	
plan for their teaching as they go	in	effective.	
through the PD session			
	1.2 Read	the introduction part of lesson 10	
	of each c	ourse including lesson description	
	and stude	ent teachers' previous	
	knowledg	ge.	
	Examples	s of lesson descriptions:	
	Geograp	hy (Physical Geography)	
	The lesso	n details the student teacher's	
	knowledg	ge on geomorphology, highlights	
		al areas of coastal processes and	
	landscap	es.	
	History (I	History of science and	
	technolo		
	This lesso	on seeks to expose student	
		to government interventions to	
		ent challenges to economic	
		ition from the colonial period to	
	post-colo	nial era.	
	Social Stu	udies (Youth and national	
	developn	-	
	-	on is directly related to lesson 10	
	and focus	ses on a discussion specific area of	
	the natio	nal youth policy that promote	
	youth em	powerment and how the youth	
	can be as	sisted to benefit from it.	
	RME (Crit	tical and moral issues I):	
	-	son student teachers engage in	
		tivity to explain concept	
		d with discrimination and	
	perform a	drama to educate about	
	discrimin	ation.	

[]	_ , , , , ,
	Examples of prior knowledge:
	Geography (Physical Geography): It is expected that some lessons from biophysical system will provide background Knowledge to student teachers in the course. History (History of science and technology): Student teachers have prior knowledge on the nature of the colonial economy.
	Social Studies (Youth and national development): Student teachers are i. familiar with national youth policy ii. Preparing themselves for teaching job.
	RME (Critical and moral issues I): Student teachers have previously experienced discrimination either as perpetrators or victims.
	1.3. Read and discuss the linkages between the lesson learning outcomes and learning indicators of lesson 10 of each course.
	Examples of LO and LI: Geography (Population and Development): LO Demonstrate knowledge of the causes of environmental degradation in Africa.
	LI Student teachers should present their definition of environmental degradation.

History (History of Gender and culture in
Ghana)
LO
Student teachers should be able to identify
how contemporary gender roles
challenged by sociocultural practices.
LI
Student teachers should identify policies by
the government to help gender equality in
Ghana.
Social Studies (Regional integration and
international relations)
LO
Demonstrate knowledge and
understanding of the international bodies,
when and why Ghana membership of the
international organizations.
LI
Identify and discuss why Ghana joined the
international organization.
RME (Theories of religious and moral
development)
LO
Explain Loukes empirical research on
religious education.
Search and use digital resources to explain
important concepts
1.4 Identify the distinctive features of
lesson 10 of each course from the course
manuals.
Geography (Physical Geography)
<i>i.</i> The Definition of the following terms
(coral reefs, ocean floor, coast)
ii. The meaning of coastal
geomorphology.
iii. Coastal landscaping

	History (History of science and
	technology):
	<i>i.</i> Definition of Art, Science,
	Technology
	ii. Evaluate the interventions by the
	colonial government.
	Social Studies (Youth and national
	development):
	i. Understanding of 2010 national
	youth policy
	ii. How to promote youth
	empowerment.
	iii. The impact and benefits of the
	2010 national youth policy
	RME (Critical and moral issues I):
	i. Ethnocentrism
	ii. Racism
	iii. Tribalism
As this course is dealing with	1.5 Read the year 3 STS manual on
supporting and or assessing the	professional teaching portfolio (Pages 114-
Professional Teaching Portfolio	118) for tutors to discuss how to help
Development or the Action	student teachers to build their teaching
Research Project Report writing.	portfolio.
Tutors need to be provided with	
guidance on what to do including	Eg. The content of Professional teaching
organisation of Post Intern	portfolio includes:
Seminar.	✓ Personal teaching philosophy
	✓ Students' reflective journals
	✓ Samples of work the student
	teacher has graded, showing their
	comments.
	✓ Link tutor's assessment comments
	1.6 Appreciate classroom enquiry and
	action research and assist student
	teachers to write their report during their
	macro teaching in first semester of year
	four STS.
	Example:
	✓ Description of post intervention
	data collection
	 ✓ Analysis and discussion of post
	intervention data collection

For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for	 Comparing post and pre- intervention results for interpretation Writing findings, conclusions and recommendation of the study 1.7 Assist student teachers to prepare for the world of work looking at the future how to adapt and adjust to the environment as a 	
planning and give regard for GESI, CCI, ICT etc	beginning with a special concern for GESI, CCI, ICT as beginning teachers etc Examples:	
	 How to encourage them to take up responsibility in the community (leadership and voluntary services). How to adjust and adapt to their new environment in the area of new placement. How to be a problem solver and be impactful in the community they find themselves. How to prepare for the licensure examination. GESI Ascribe roles to both males and 	
	females with particular attention to the people of SEN.	
 2 Concept Development (New learning likely to arise in lesson/s): > Identification and discussion of 	2.1 Mention some new concepts from lesson 10 of each course	15 mins
new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should	Examples of new concepts: Geography (Population and Development): Population, Environmental degradation, Afforestation, Deforestation, Desertification	
set out what they need to do to introduce and explain the issues/s with tutors	History (History of Gender and culture in Ghana): femininity, masculinity, contemporary Ghanaian society, gender equality and women's activism	

	Social Studies (Regional integration and	
	international relations): , international	
	relations, AU, ECOWAS, UN	
	RME (Theories of religious and moral	
	development):	
	Religious education, Loukes empirical	
	research, theories on Roland Goldman	
	2.2 Mention some barriers in the teaching	
	and learning of lesson 10 of each course.	
	Examples: Possible Barriers	
	Geography – Physical Geography:	
	The over reliance on Youtube videos will	
	make some students handicapped due to	
	the varied degrees of challenges student	
	may face.	
	History History of science and	
	History – History of science and	
	technology :	
	Student teachers may not know	
	government's interventions and challenges	
	to the economy from the colonial period	
	to the post-colonial era.	
	Social Studies - Youth and national	
	development:	
	Misconception about decision making	
	process in Ghana's national youth	
	advocacy.	
	RME - (Critical and moral issues I):	
	Student teachers might hold a biased view	
	-	
	of discrimination when they are involved	
	in the practice.	
	2.3 Discuss among yourselves on the	
	strategies to use when in the class with the	
	student teachers and also to get insight	
	how to overcome the barriers.	
3.Planning for teaching, learning	3.1 Refer to the course manuals in your	
and assessment activities for the	subject groups and discusses the teaching	
lesson/s	and learning activities for lesson 10.	
 Reading and discussion of 		
the teaching and learning		
activities		

~			
\succ	Noting, addressing, and	Examples:	
	explaining areas where	Geography: (Population and	
	tutors may require	Development):	
	clarification	Tutor explains the concept of population	
\triangleright	Noting opportunities for	and environmental degradation.	
	making <i>explicit</i> links to the		
	Basic School Curriculum	History: (History of Gender and culture in	
\triangleright	Noting opportunities for	Ghana): Tutor leads student teachers to	
	integrating: GESI	understand gender roles and expectations	
	responsiveness and ICT and	in contemporary Ghanaian society.	
	21 st C skills	in contemporary chanalan society.	
D		Social Studios, (Regional integration and	
	Reading, discussion, and	Social Studies: (Regional integration and	
	identification of continuous	international relations): Tutor leads	
	assessment opportunities in	student teachers in a small group activity,	
	the lesson. Each lesson	questions and answers, whole class	
	should include at least two	discussion	
	opportunities to use		
	continuous assessment to	RME: (Theories of religious and moral	
	support student teacher	development):	
	learning	Tutor leads Student teacher to understand	
\succ	Resources:	Loukes empirical research on religious	
	 links to the existing PD 	education through analytical and critical	
	Themes, for example,	whole class discussion.	
	action research,		
	questioning and to	3.2 Read over the teaching and learning	
	other external	activities in your course manuals and	
	reference material:	identified possible areas they may need	
	literature, on web,	clarification for discussion.	
	YouTube, physical		
	resources, power point;	3.3 Assist student teachers to appreciate	
	how they should be	the teaching and learning activities to be	
	used. Consideration	able to apply them in teaching the Basic	
	needs to be given to	School Curriculum.	
	local availability		
		For example	
		-	
	point presentations,	i. Student teachers do peer-teaching on	
	TLM or other resources	specific topics to sharpen their skills and	
	which need to be	competencies to be able to teach the basic	
	developed to support	school curriculum.	
*	learning		
	Tutors should be expected	ii. Student teachers prepare a lesson plan	
	to have a plan for the next	on any topic from the JHS curriculum to do	
	lesson for student teachers	peer teaching in the class	
		3.4 Discuss the teaching and learning	
		activities and explain how they could assist	
		student teachers to integrate issues of	
		v	

[[]	GESI, ICT and the 21 st Century Skills in their
	lessons.
	Examples:
	GESI
	<i>i.</i> Paying special attention to student
	teachers with disabilities. Eg.
	Hearing impairment, visual
	impairment, and physical disability.
	<i>ii.</i> Paying attention to people with
	different learning preferences
	iii. Assign leadership roles to males,
	females and people with different
	forms of disabilities in groups.
	ICT
	How to assist student teachers to use:
	<i>i.</i> PowerPoint to present their lessons
	during peer teaching.
	ii. Smart phones to search for relevant
	information on Google and other
	search engines.
	21 st Century Skills
	Use of smart phones and PowerPoint
	presentations to develop:
	i. digital literacy skills
	ii. Innovation and creativity
	Use of group discussion to develop:
	i. communication and Collaboration
	skills
	ii. Leadership and personal
	development
	iii. Critical thinking and problem-
	solving skills
	3.5 Refer to your course manuals in their
	subject groups to identify and discuss the
	continuous assessment opportunities in
	lesson 10 in line with the NTEAP.

· · · · · · · · · · · · · · · · · · ·	Examples:
	Geography: (Physical Geography):
	Student teachers discuss issues of coastal
	landscaping and coral reefs.
	History: (History of science and
	technology):
	Student teachers discuss the importance of
	Arts, Science and Technology in Ghana
	today.
	Social studies: (Youth and national
	development): Student teachers discuss
	the national youth policy of 2010.
	RME: (Critical and moral issues I): Student
	teachers perform a drama on
	ethnocentrism and racism.
	3.6 Identify relevant teaching and learning
	resources that can be used to teach lesson
	10 of their various courses.
	Examples:
	Geography: (Physical Geography): Course
	manual, maps and globe, YouTube videos,
	documentary, laptops, projectors etc.
	History (History of science and
	History:(History of science and
	technology):
	technology): Primary data (pictures,
	technology): Primary data (pictures, videos/documentary, archival documents),
	technology): Primary data (pictures,
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc.
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures and posters depicting orderliness and
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness
	technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness RME: (Critical and moral issues I):
	 technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness RME: (Critical and moral issues I): Whiteboard, markers, smart phones,
	 technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness RME: (Critical and moral issues I): Whiteboard, markers, smart phones, pictures, computers, videos on
	 technology): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc. Social Studies: (Youth and national development): Audio-visual's equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness RME: (Critical and moral issues I): Whiteboard, markers, smart phones,

	3.7 Prepare a detailed plan for student teachers to ensure effective and efficient lesson delivery	
4. Evaluation and review of session:	4. 1 Reflect and write down the main themes discussed in the PD session.	15 mins
a. Tutors need to identify critical friends to observe lessons and report at next session	4.2 Share your points with colleagues in their group and then with the larger group.	
 b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4. 3 Identify a critical friend to observe their lessons and give feedback to them and report during PD session 11.	
	4.4 Ask any further questions for clarification if there are still outstanding issues.	
	4.5 Remember to read lesson 11 of their various course manuals and mobilize needed resources for the next PD session.	

Tutor PD Session 11			
Level: JHS		Name of Subject: Social Scie	nce
SUBJECT: GEOGRAPHY			
Courses:			
	bhy (lesson: Glaciers and Source and Sou		rda)
b. Population and L	Development (Lesson:	Population and Environmental Haza	iras j
SUBJECT: HISTORY			
Courses:			
-		a (Lesson: Fieldwork presentation)	
b. History of science	e and technology (Les	son: Fieldwork presentation)	
SUBJECT: SOCIAL STUDI	FS		
Courses:			
a. Regional integrat	tion and international	relations (Lesson: Teaching and Lea	arning
	-	ternational Relations)	
b. Youth and nation	nal development (Less	son: Ghana's 2010 National Youth P	olicy)
SUBJECT: RME			
Courses:			
	al issues I (lesson: Disc	rimination II)	
	•	pment (lesson: Empirical Research o	on
Religious Educati	on)		
Focus: the bullet points		1 in the Course Manual	
Focus. the bullet points	provide the Gui	dance Notes on Tutor Activity	Timo in
frame for what is to be a	done in the duri	ing the PD Session What PD Session	Time in
frame for what is to be a session. The SWL should		ing the PD Session. What PD Sessior ticipants (Tutors) will do during each	session
session. The SWL should	I use the part	ticipants (Tutors) will do during each	session
	d use the part ey write for the stag	-	session
session. The SWL should bullets to guide what th	d use the part ey write for the stag o and say during	ticipants (Tutors) will do during each	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r	d use the part ey write for the stag o and say during it needs to be reference	ticipants (Tutors) will do during each	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the c	d use the part ey write for the stag o and say during it needs to be reference	ticipants (Tutors) will do during each	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the o manual/s.	d use the part ey write for the stag o and say during at needs to be reference course	ticipants (Tutors) will do during each ge of the session.	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the o manual/s. 1 Introduction to the ses	d use the part ey write for the stag o and say during it needs to be reference course 1.1	ticipants (Tutors) will do during each	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the o manual/s. 1 Introduction to the ses > Review prior learning	d use the part ey write for the stag o and say during the needs to be reference course 1.1	ticipants (Tutors) will do during each ge of the session. Reflect on session 10	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the o manual/s. 1 Introduction to the ses > Review prior learning	d use the ey write for the o and say during it needs to be reference course ssion are findings for 1.2	ticipants (Tutors) will do during each ge of the session.	session
session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the o manual/s. 1 Introduction to the ses > Review prior learning > A critical friend to sh	are findings for d use the ey write for the stag o and say during the needs to be reference to urse 1.1	ticipants (Tutors) will do during each ge of the session. Reflect on session 10 As a critical friends, share your	session
 session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the comanual/s. 1 Introduction to the session Review prior learning A critical friend to sh a short discussion an learned 	d use the ey write for the o and say during the needs to be reference coursepart stagssion g are findings for id lessons1.1	ticipants (Tutors) will do during each ge of the session. Reflect on session 10 As a critical friends, share your findings for a short discussion and lessons learned	20 mins
 session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the comanual/s. 1 Introduction to the session Review prior learning A critical friend to sh a short discussion an learned Reading and discussion 	d use the ey write for the o and say during the needs to be reference coursepart stagssion g are findings for id lessons1.1g on of the1.3	ticipants (Tutors) will do during each ge of the session. Reflect on session 10 As a critical friends, share your findings for a short discussion and lessons learned Read the introduction part of lesson	20 mins
 session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the comanual/s. 1 Introduction to the session Review prior learning A critical friend to sh a short discussion an learned Reading and discussion introductory sections 	d use the ey write for the o and say during theeds to be reference coursepart stagssion g are findings for id lessons1.101.2on of the s of the lesson1.3	ticipants (Tutors) will do during each ge of the session. Reflect on session 10 As a critical friends, share your findings for a short discussion and lessons learned Read the introduction part of lesson 11 of each course of the various	20 mins
 session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the comanual/s. 1 Introduction to the session Review prior learning A critical friend to sh a short discussion an learned Reading and discussion 	d use the ey write for the o and say during theeds to be reference coursepart stagssion g are findings for id lessons1.1g on of the s of the lesson earning1.3	Reflect on session 10 As a critical friends, share your findings for a short discussion and lessons learned Read the introduction part of lesson 11 of each course of the various subjects including lesson	20 mins
 session. The SWL should bullets to guide what th SL/HoD and tutors to do each session. Each bulle addressed and specific r should be made to the comanual/s. 1 Introduction to the session. A critical friend to sh a short discussion an learned Reading and discussion introductory sections up to and including learned 	d use the ey write for the o and say during theeds to be reference coursepart stagssion g are findings for id lessons1.1g on of the s of the lesson earning tors1.3	ticipants (Tutors) will do during each ge of the session. Reflect on session 10 As a critical friends, share your findings for a short discussion and lessons learned Read the introduction part of lesson 11 of each course of the various	20 mins

Novemieur of content and	Francisco
Overview of content and identification of any distinctive	Examples Geography:
aspects of the lesson/s,	The lesson introduces student-teachers
NB The guidance for SL/HoD should	to some geomorphic processes and
identify, address and <i>provide</i>	landforms of temperate and polar
<i>explanations</i> for any areas where tutors	regions giving them diverse knowledge
might require clarification on an aspect	of the many physical processes
of the lesson. SL/HoD take feedback to	operating on the earth's surface. It is
gauge understanding and support tutor	expected that some lessons from
engagement.	biophysical systems (weather and
NB SL/HoD should ask tutors to plan for	climate) will provide background
their teaching as they go through the	knowledge to student-teachers in the
PD session	course.
	LO: Develop knowledge on adaptation
	to climate change glacial processes
	LI: Explain glacial processes
	History:
	The lesson seeks to offer student
	teachers opportunity to present and
	critique their draft research.
	Student teachers have been exposed to
	the sources and methods of doing
	historical research in a different course
	LO: Present a summary of their research
	findings
	Li: Presentation on the historical
	problem, the context, the questions asked, the primary and secondary
	sources used in writing on the nature
	and development of the precolonial and
	colonial economy.
	colonial conomy.
	Social Studies:
	This lesson focuses on the
	teaching/learning strategies for teaching
	Regional Integration and International
	Relations. It focuses helping the student
	teachers become familiar with the
	appropriate strategies and techniques
	that can be used to teach regional
	integration and international relations
	in the JHS social studies curriculum.

Student Teachers are familiar with diplomacy and diplomatic relations.
LO: Demonstrate knowledge and understanding of the appropriate teaching/learning strategies for regional integration and international relations
LI: Identify and explain the appropriate teaching/learning strategies for teaching regional integration and international relations
RME This the second of two lessons on discrimination. In this lesson, student teachers perform drama to educate about discrimination. Student teachers have previously experienced discrimination either as perpetrators or victims.
LO: Demonstrate knowledge of concepts associated with discrimination
LI: Explain the concepts of ethnocentrism, racism
1.4 Identify the distinctive features of lesson 11.
Examples Geography ➤ Meaning of environmental hazards Causes and effects of environmental hazards
History ➤ Research presentation
 Social Studies ➤ The National Youth Policy and Its Impact on Youth Empowerment
 How to Teach Related topics of the Basic School Social Studies curriculum

	RME
	 Background to the Empirical
	Research
	Methodology and findings
As this course is dealing with	1.5 Read pages 114 to 118 of the year 3
supporting and/or assessing the Professional Teaching Portfolio	STS manual on professional teaching
Development and/or the Action	portfolio. 1.6 Discuss ways through which student
Research Project Report writing, tutors	teachers could be assisted to build
should be provided with guidance on	their teaching portfolio.
what to do including organisation of	
the Post Internship Seminar.	Examples
	 Personal teaching philosophy
	✓ Students' reflective journals
	 Samples of work the student
	teacher has graded, showing
	their comments.
	 Link tutor's assessment
	comments
	 Y 1.7 Read from pages 91-99 of year 3 STS
	manual on Action Research
	1.8 Discuss how to assist student
	teachers to write their reports on
	classroom enquiry and action
	research that was carried out during
	first semester of year 4 STS
	Examples
	 Description of post intervention
	data collection
	 Analysis and discussion of post
	intervention data collection
	 Comparing post and pre- intervention results for
	intervention results for interpretation
	 ✓ Writing findings, conclusions and
	recommendation of the study
For each session remember this is the	1.9 Discuss how to assist student
final semester before Students begin	teachers to prepare for the world of
teaching provide prompts to help	work taking into consideration how to
support this transition for planning and	integrate GESI, CCI, ICT as beginning
give regard for GESI, CCI, ICT etc.	teachers etc

	Examples	
	 ✓ How to prepare for the licensure 	
	examination. ✓ How to manage placement	
	issues.	
	 ✓ Community engagement 	
	✓ How to handle controversial	
	issues	
	GESI	
	Assign leadership roles to males,	
	females and people with different forms	
	of disabilities in groups	
2 Concept Development (New learning	2.1 Identify new concepts from lesson	15 mins
likely to arise in lesson/s):	11	
Identification and discussion of new loarning notantial barriers to	Examples	
learning, potential barriers to learning for student teachers or	Geography, Glacial processes, Types of	
students, new concepts or	glaciers, Glacier landforms	
pedagogy being introduced in the		
lesson, which need to be explored	History	
with the SL/HoD	historical problem, the context,	
NB The guidance for SL/HoD should set	questions asked, primary and secondary	
out what they need to do to introduce and explain the issues/s with tutors,	sources	
they should take feedback to gauge	Social Studies	
understanding and support tutor		
engagement.	Lesson Introduction	
	Teaching/learning Strategies for Peace	
	education Preparation of lesson to teach the JHS	
	curriculum during STS	
	RME	
	Concepts associated with discrimination	
	Tribalism Oldboyism/Oldgirlism	
	Nepotism	
	2.2 Identify the possible barriers to the	
	teaching and learning of lesson 11	
	Freedor	
	Examples	
	Geography The over reliance on YouTube videos	
	will make some students handicapped	
	due to the varied degrees of challenges	
	students may face.	

	History	
	Accessing primary and secondary	
	materials/data from the field to write	
	the report	
	Social Studies	
	Lack of understanding on contributions	
	of traditional leadership to	
	development of communities and the	
	nation	
	RME	
	Student teachers may see this topic has	
	been too theoretical not backed by	
	publicly acceptable evidence	
3.Planning for teaching, learning and	3.1 Refer to your course manuals and	40mins
assessment activities for the lesson/s	discuss the teaching and learning	
Reading and discussion of the	activities for lesson 11	
teaching and learning activities		
Noting, addressing, and	Examples	
explaining areas where tutors	Geography	
may require clarification	Tutor introduces the lesson to the	
Noting opportunities for making	student –teachers by reviewing previous	
explicit links to the Basic School	lesson.	
Curriculum		
Noting opportunities for	History	
integrating: GESI responsiveness		
and ICT and 21 st C skills	Guide student teachers to discuss their	
Reading, discussion, and	research findings	
identification of continuous		
assessment opportunities in the	Social Studies	
lesson. Each lesson should	In a whole class discussion, tutor guides	
include at least two	student teachers to share the	
opportunities to use continuous	information they gathered with the	
assessment to support student	class.	
teacher learning, subject specific		
examples should be provided for	RME	
SL/HoD	Student teachers are guided to find out	
Resources: links to the existing	the methodology of the study that	
PD Themes, for example, action	involved asking series of questions	
research, questioning and to	(interviews) from over one million	
other external reference	students.	
material literature, on web,		
Utube, physical resources,	3.2 Read over the teaching and learning	
power point; how they should	activities in your course manuals and	
be used. Consideration needs to	identify possible areas that may need	
be given to local availability	further clarification.	

Tutors should be avaasted to	2.2 Discuss ways to assist student
Tutors should be expected to have a plan for the next lesson	3.3 Discuss ways to assist student teachers to appreciate the teaching and
for student teachers	learning activities to be able to apply
	them in teaching the Basic School
	Curriculum.
	For example
	Student teachers do peer-teaching
	on specific topics to sharpen their
	skills and competencies to be able to teach the basic school curriculum.
	 Student teachers prepare a lesson
	plan on any topic from the JHS
	curriculum to do peer teaching in the
	class
	3.4 Discuss the teaching and learning
	activities and explain how they could
	assist student teachers to integrate
	issues of GESI, ICT and the 21 st Century Skills in their lessons.
	Examples:
	GESI
	Paying special attention to student
	teachers with disabilities. Eg. Hearing impairment, visual
	impairment, and physical disability.
	 Paying attention to people with
	different learning preferences
	Assign leadership roles to males, formulae and popula with different
	females and people with different forms of disabilities in groups.
	ІСТ
	✓ How to assist student teachers to
	use: ✓ PowerPoint to present their
	lessons during peer
	teaching.
	✓ Smart phones to search for
	relevant information on Google and other search
	engines.

· · · · · · · · · · · · · · · · · · ·	21st Contury Skills
	21 st Century Skills
	✓ Use of smart phones and DowerPoint presentations to
	PowerPoint presentations to
	develop:
	 ✓ digital literacy skills
	✓ Innovation and creativity
	Use of group discussion to develop:
	✓ communication and
	Collaboration skills
	✓ Leadership and personal
	development
	 Critical thinking and problem-
	solving skills
	3.5 Identify and discuss the continuous
	assessment opportunities in lesson 11 in
	line with the NTEAP.
	Examples
	Geography
	Student – Teachers present individual
	assignments to assess enquiry, critical
	and reflective skills
	History
	Engage in an empirical field research on
	the changing notion of masculinity and
	femininity in the Ghanaian society
	Social studies
	In groups, student teachers create lesson ona topic under regional
	integration and international
	relationsfor JHS class
	RME
	Discuss the role Africa(ns)/played in the
	history of Christianity.
	3.6 Identify relevant teaching and
	learning resources that can be used to
	teach lesson 11.

	Examples	
	Examples:	
	Geography	
	Course manual, YouTube videos,	
	laptops, projectors etc	
	History	
	pictures, videos, documents, ,	
	computers, laptops, projectors	
	Social Studies	
	Audio-visual's equipment and video	
	clips, pictures and posters	
	RME	
	Whiteboard, markers, smart phones,	
	computers, course outlines etc.	
	. ,	
	3.7 Ask tutors to prepare a detailed plan	
	for student teachers to ensure efficient	
	lesson delivery	
4. Evaluation and review of session:	4.1 Write down the main themes	15 mins
	discussed in the PD session and share	
Tutors should Identifying critical	your points.	
friends to observe lessons and	,	
report at next session	4.2 Identify a critical friend to observe	
 Identifying and addressing any 	your lessons before session 12.	
outstanding issues relating to the		
lesson/s for clarification	4.3 Ask further questions for	
	clarification.	
	4.4 Dead losson 12 before the next DD	
	4.4 Read lesson 12 before the next PD	
	session.	

	Tutor PD Session 12	
Level: JHS		Name of Subject: Social Science
Tutor PD Session	n for Lesson 12 in the Course Manual	
SUBJECT: GEOGRAPHY		
Courses:		
a. Physical Geography (lesson	12: Course Review)	
b. Population and Developmer	nt (Lesson 12: Course Wrap Up One)	
SUBJECT: HISTORY		
Courses:		
	re in Ghana (Lesson 12: Course Review	<i>v</i>)
•	ology (Lesson 12: Course Review)	
SUBJECT: SOCIAL STUDIES		
Courses:		
	ernational relations (Lesson 12: Summ	nary/Revision of
Regional Integration and int	-	,,
	ment (Lesson 12: Summary/Revision o	of the Course
'Youth and National Develo	•	
SUBJECT: RME		
Courses: a. Critical and moral issues (Le	sson 12: Term Paper Presentations)	
Courses: a. Critical and moral issues (Le b. Theories of religious and mo	oral development (Lesson 12: Course R	
Courses: a. Critical and moral issues (Le b. Theories of religious and mo Focus: the bullet points provide	oral development (Lesson 12: Course R Guidance Notes on Tutor Activity	
Courses: a. Critical and moral issues (Le b. Theories of religious and mo Focus: the bullet points provide the frame for what is to be done in	Guidance Notes on Tutor Activity during the PD Session. What PD	
Courses: a. Critical and moral issues (Le b. Theories of religious and mo Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will	
Courses: a. Critical and moral issues (Le b. Theories of religious and mo 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	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the	-
Courses: a. Critical and moral issues (Le b. Theories of religious and mo 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	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will	-
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Overview of content and	transition into their beginning	
identification of any distinctive	teachership.	
aspects of the lesson/s,		
NB The guidance for SL/HoD should	NOTE: Collaborate in small groups	
identify, address and provide	to identify the challenges you	
explanations for any areas where	faced during the previous PD	
tutors might require clarification on	session(s) and want to seek	
an aspect of the lesson. SL/HoD	clarification on or solutions) (W).	
take feedback to gauge	After going through the challenges	
understanding and support tutor	discuss what you have	
engagement.	Learned/the challenges that have	
NB SL/HoD should ask tutors to	been addressed.	
plan for their teaching as they go		
through the PD session	1.3 Find a critical friend and share	
	findings for a short discussion and	
	lessons learned so far.	
	1.4 Sit in your subject -based areas	
	and refer to their course manuals	
	to read the overview of the	
	various courses, especially with	
	emphasis on the lesson	
	descriptions and lesson purposes.	
	Examples of Lesson Descriptions	
	and Purpose:	
	GEOGRAPHY (Population,	
	Environment, and Development):	
	This is the review and audit of	
	lessons for the end of semester	
	one (from lesson 1- 11). It is	
	expected that Student- teachers	
	will reflect during this lesson on	
	their own progress and note their	
	own progress in the course.	
	Purpose of the Lesson:	
	The course intends to afford	
	student-teachers an opportunity	
	to ascertain the level of	
	understanding of concepts, test	
	various skills and cross-cutting	
	issues, provide remedial	
	tuition/tutorials where necessary,	
	correct misconceptions and	

necessary support going forward	
on SEN and Gender issue.	
SOCIAL STUDIES (Youth and	
National Development):	
Lesson Description:	
This lesson focuses on summary	
and revision of issues covered in	
the manual 'Youth and National	
Development'. It gives an	
opportunity to recap and clarify	
issues and topics considered under	
the unit to consolidate	
understanding of student	
teachers.	
Purpose of the Lesson	
The lesson intends to help	
students to integrate revision and	
remediation in their preparation to	
teach the basic school curriculum	
during STS	
HISTORY (History of Science and	
Technology):	
Lesson Description:	
-	
Review and audit the lessons for	
Review and audit the lessons for the semester. It is also expected	
Review and audit the lessons for the semester. It is also expected that Student teachers will reflect	
Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own	
Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and	
Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some of the	
Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some of the concept discussed during the	
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Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some of the concept discussed during the various lessons. Purpose of the Lesson: The purpose of this lesson is to help students refresh their minds on all the learning that happened in the semester and provide opportunities for them to seek support for learning outcomes they are yet to master	

In this final lesson for the course,	
student teachers will have an	
opportunity to review and discuss	
all the learning that has happened	
in the course of the semester.	
Using the KWL activity, student	
teachers will identify and discuss	
what has been learnt, what could	
not be learnt and be offered	
opportunities to develop a life-	
long learning plan	
Purpose of the Lesson:	
The purpose of this lesson is to	
help students refresh their minds	
on all the learning that took place	
in the semester and give them	
opportunity to seek support for	
learning outcomes they are yet to	
master.	
1.5 Read out the course learning	
outcomes for lesson 12 from their	
course manuals for discussion.	
Evenenies Cl Os and Cl Is	
Examples CLOs and CLIs	
SOCIAL STUDIES (Regional Integration and International	
Relations):	
By the end of the lesson, the	
student teacher will be able to:	
CLO: Demonstrate knowledge and	
understanding of the importance	
revision and remediation in	
teaching and learning (NTS 2b, d;	
3e, h, I, j) (NTECF pg. 27-29, 38-	
40).	
, ,	
CLI: Discuss techniques that can be	
used for revision and remediation	
in JHS	
GEOGRAPHY (Physical	
Geography):	
Geography): CLO: Reflect on lessons learnt so	

grey areas needing remedies NTS 2c, NTECF pg. 20-21).	
CLI: Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media.	
HISTORY (History of Gender and Culture in Ghana): CLO: Demonstrate the ability to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies (NTS 3a p. 14, NTECF p. 45).	
CLI: Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media.	
RME (Critical Moral Issues): CLO: Demonstrate skills in academic presentation (NTS 3 g, h).	
CLI: Make a presentation about your term project	
1.6 Identify the distinctive features of lesson 12 of your course from the course manual.	
Examples: SOCIAL STUDIES (Youth and National Development) i. Shower thoughts ii. Importance of revision in teaching and learning	
GEOGRAPHY (Population, Environment and Development) i. Reviewing the level of understanding of the lessons 1 to 11.	
ii. Check for learning approach iii. Remedies to course topics	

As this course is dealing with supporting and or assessing the	 HISTORY (History of Science of Technology) Uniqueness and diversity among students checklist Remedies to course topics RME (Theories of Religious and Moral Development) Life-long learning plan K-W-L Chart <limixed-ability groups<="" li=""> </limixed-ability> 1.7 Read pages 114 to 118 of the year 3 STS manual on professional 	
Professional Teaching Portfolio	teaching portfolio.	
Development and Classroom		
Enquiry and Action Research (CAR)	1.8 Discuss ways by which student	
Project Report writing, tutors	teachers can be assisted to build	
should be provided with guidance	their teaching portfolio.	
on what to do including		
organisation of Post-Internship	E.g., The content of Professional	
Seminar.	teaching portfolio includes:	
	 i. Personal teaching philosophy ii. Student reflective journals iii. Samples of work the student teacher has graded, showing their comments. iv. Link tutor's assessment comments. 1.9 Read from pages 91-99 of year 3 STS manual on Action Research 	
	 and identify or pick out the various components of an action research that should serve as a guide in complaining their final action research report. 1.10 Discuss ways through which student teachers can be assisted to write reports on classroom 	
	enquiry and action research the student teachers carried out during the first semester of year 4 STS	

 i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre- intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study 1.11 Discuss in groups, practical ways by which student teachers can be assisted to prepare for the world of work while taking into
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<i>planning and give regard for GESI,</i> account how to integrate GESI,
<i>CCI, ICT etc.</i> CCI, ICT as beginning teachers etc.
Examples:
i. How to prepare for the
licensure examination.
ii. How to manage placement
issues.
iii. Community engagement
iv. How to handle
controversial issues
GESI
i. Assign leadership roles to
males, females and people
with different forms of
disabilities in group,
student teachers with/from
different sociocultural
background.
ii. be aware of your own
assumptions about GESI as
tutors and try to correct
your biases as you
identify/notice them.
iii. In relevant situations,
empower student teachers
to believe in their
potentials to realise their
aspiration/dreams
notwithstanding their

		[]
	uniqueness/diversity and	
	that for example, their	
	gender and different social,	
	economic, and cultural	
	differences are a strength,	
	and never a weakness.	
2 Concept Development (New	2.1 Brainstorm for likely new	15 mins
learning likely to arise in lesson/s) :	concepts from lesson twelve of	
 Identification and discussion of 	each course	
new learning, potential barriers		
to learning for student teachers	Examples of new concepts:	
or students, new concepts or	Examples of new concepts.	
	SOCIAL STUDIES (Bagianal	
pedagogy being introduced in	SOCIAL STUDIES (Regional	
the lesson, which need to be	Integration and International	
explored with the SL/HoD	Relations)	
NB The guidance for SL/HoD should	i. Differentiated Instruction	
set out what they need to do to	ii. Life-long learning	
introduce and explain the issues/s	iii. Governance and	
with tutors, they should take	Citizenship	
feedback to gauge understanding	iv. Basic school Curriculum	
and support tutor engagement.		
	GEOGRAPHY (Physical Geography)	
	i. Checklist	
	ii. Remedies to course topics	
	iii. Reflection report	
	HISTORY (History of Gender and	
	Culture)	
	i. Remedies to course topics	
	ii. Historical writing and	
	research	
	RME (Critical Moral Issues)	
	i. Critical moral issues	
	ii. Field work	
	2.2 Task tutors in their subject	
	areas to identify the possible	
	barriers to the teaching and	
	-	
	learning of lesson 12 of each	
	course.	
	Examples of Possible Barriers	
	SOCIAL STUDIES (Youth and	
	National Development)	
	i. Lack of understanding of the	
	importance of revision in	

teaching and learning design, especially on the part of student teachers. GEOGRAPHY (Population, Environment, and Development) Some of the concepts might not have been adequately dealt with due to time constraints in the previous lessons. Some of the fears expressed by student-teachers during previous lessons might not have been adequately addressed. HISTORY (History of Science and Technology) Difficulty with some concepts not adequately understood. RME (Theories of Religious and Moral Development) Student teachers may find it unnecessary to take active part in the review and discussion of all the learning that has happened in the course of the semester. 2.3 Brainstorm for the appropriate techniques of instruction how they can accordingly be strategised to assist student teachers to appreciate these concepts, overcome the barriers, in order to optimise learning, group activities, etc. 3.1 Refer to the course manuals in their subject groups/areas and discuss for leaching and learning activities for leason 12.			1
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 lesson/s → Reading and discussion of the teaching and learning discuss the teaching and learning discuss the teaching and learning 	3.Planning for teaching, learning	3.1 Refer to the course manuals in	40 mins
 Reading and discussion of the teaching and learning activities for lesson 12. 		their subject groups/areas and	
the teaching and learning	lesson/s		
	Reading and discussion of	activities for lesson 12.	
activities	the teaching and learning		
	activities		

	Noting, addressing, and	Examples Teaching and Learning	
	explaining areas where	Activities	
	tutors may require	SOCIAL STUDIES (Regional	
	clarification	Integration and International	
\triangleright	Noting opportunities for	Relations)	
	making <i>explicit links</i> to the	, Tutor facilitates student teachers'	
	Basic School Curriculum	connection with relevant previous	
\triangleright	Noting opportunities for	knowledge/transition to the new	
		lesson with the use of questioning.	
	integrating: GESI	lesson with the use of questioning.	
	responsiveness and ICT and		
~	21 st C skill	GEOGRAPHY (Physical Geography)	
	Reading, discussion, and	Initiate discussion /Talk for	
	identification of continuous	learning approach using groupings	
	assessment opportunities in	(Same ability and then mixed	
	the lesson. Each lesson	groups) to identify student	
	should include at least two	teachers' strengths and weakness	
	opportunities to use	in the lessons learnt so far.	
	continuous assessment to		
	support student teacher	HISTORY (History of Gender and	
	learning, subject specific	Culture)	
	examples should be	Seminar: Group student –	
	provided for SL/HoD	teachers according to remedy	
\succ	Resources: links to the	need and mixed-ability groups and	
	existing PD Themes, for	provide specific task assistance in	
	example, action research,	the areas on concept needing	
	questioning and to other	remedy.	
	external reference material:	· cincay.	
	literature, on web, Utube,	RME (Critical Moral Issues)	
	physical resources, power	E-learning/Practical Activity: Tutor	
	point; how they should be	calls student teachers in turns to	
	used. Consideration needs	present on the outcome of their	
	to be given to local	term projects. Tutor ensures that	
	-		
\sim	availability.	student teachers incorporate	
	Tutors should be expected	practical activities and/or ICT tools	
	to have a plan for the next	in their presentations.	
	lesson for student teachers		
		3.2 Read over the teaching and	
		learning activities in their course	
		manuals once again and identify	
		possible areas they may need	
		clarification for discussion.	
		3.3 Discuss ways through which	
		student teachers could be assisted	
		to appreciate the teaching and	
		learning activities suggested in the	
		manual to be able to apply them in	

Г	
	teaching the Basic School
	Curriculum.
	For example:
	Student teachers do peer-
	teaching on specific topics to
	sharpen their skills and
	competencies to be able to
	teach the basic school
	curriculum.
	Student teachers prepare a
	lesson plan on any topic from
	the JHS curriculum to do peer
	teaching in the class
	3.4 Discuss the teaching and
	learning activities and explain how
	they could assist student teachers
	to integrate issues of GESI, ICT and
	the 21 st Century Skills in their
	lessons.
	Examples:
	GESI
	i. Paying special attention to
	student teachers with
	disabilities. E.g., Hearing
	impairment, visual
	impairment, and physical
	disability.
	ii. Paying attention to people
	with different learning
	preferences
	iii. Assign leadership roles to
	males, females and people
	with different forms of
	disabilities in groups.
	iv. Identify/note your own
	assumptions about GESI as
	-
	tutors and try to correct
	your biases as you
	identify/notice them.
	v. In relevant situations,
	empower student teachers
	empower student teachers

T
notwithstanding their
uniqueness/diversity and that for example, their
gender and different social,
economic, and cultural
differences are a strength,
and never a weakness.
ІСТ
i. How to assist student
teachers to use:
ii. PowerPoint to present their
lessons during peer
teaching.
iii. Smart phones to search for
relevant information on
Google and other search
engines.
21 st Century Skills
<i>i.</i> Use of smart phones and
PowerPoint presentations to
develop:
a. digital literacy skills
b. Innovation and
creativity
ii. Use of group discussion to
develop:
a. communication and
Collaboration skills
b. Leadership and
personal development
c. Critical thinking and
problem-solving skills
3.5 Guide tutors to refer to their
course manuals in their subject
groups to identify and discuss the
continuous assessment
opportunities in lesson 12 in line
with the NTEAP.
Examples
SOCIAL STUDIES (Youth and
 National Development)

i. Course manual Maps, and	
Teaching/Learning Resources SOCIAL STUDIES (Regional Integration and International Relations) i. Audio-visual Equipment and Video clips on course revision ii. Pictures and posters on supporting students iii. Braille, Scanner and Embosser iv. Sign language Interpreter (Resource Person). v. Laptop computer/PCs GEOGRAPHY (Physical Geography)	
 3.6 Identify and discuss relevant teaching and learning resources that can be used to appropriately teach lesson 12 of their various courses. Examples Relevant 	
RME (Theories of Religious and Moral Development) Student teachers do peer-tutoring to support themselves overcome challenging parts of the course.	
HISTORY (History of Science and Technology) Student teachers explain concepts clearly using examples familiar to students.	
GEOGRAPHY (Population, Environment, and Development) Student – teachers working in groups during the remedial lessons will ultimately help to assess them for learning.	
Student teachers participate actively in group activities in the review of the course unit.	

		ii. Physical models YouTube videos	
		HISTORY (History of Gender and Culture) i. Primary data (pictures, ii. videos/documentary, archival documents), iii. computers/ laptops, iv. LCD projector/screen, v. video/ audio player and camera	
		RME (Theories of Religious and Moral Development) i. Logistics to facilitate student presentations	
		3.7 Task tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery and transition to beginning teaching.	
ses	Evaluation and review of ssion:	4.1 Reflect and write down the main themes discussed in the PD session.	15 mins
	Tutors should Identifying critical friends to observe lessons and report at next session.	4.2 In your group, share your points with colleagues and later share with the whole integrated	
A	Identifying and addressing any outstanding issues relating to the lesson/s for clarification	group. 4.3 Individually, give summary of this semester's PD sessions; thus, the successes and challenges	
		4.4 Ask further questions for clarification if there are still outstanding issues.	

Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit

(Sept	. 21)
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	(Sept. 21)		
COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO	
	1 per course per semester,	1 per course per semester, individual or	
	individual or collaborative	collaborative student teacher work.	
	student teacher work.		
WHAT IS IT?	The Subject project is an	The Subject Portfolio is the deliberate	
	assignment designed to	collection of student teachers' work that has	
	enable student teachers to	been selected and organized for a particular	
	demonstrate achieving one	subject to show student teacher's learning	
	or more of the CLOs,	and progress to achieving the CLOs.	
	progress towards achieving		
	identified NTS, development		
	of knowledge and		
	understanding of: the Basic		
	School Curriculum, GESI		
	responsiveness, using ICT		
	and 21stC skills		
CONSTITUENT	Introduction: a clear	<i>Either</i> 3 items of work produced during the	
S	statement of aim and	semester or 2 items of work and	
	purpose	a mid-semester assessment	
	Methodology: what the	The items of work to be selected by student	
	student teacher has done	teachers, with tutor support, during the	
	and why to achieve the aim	semester as best examples of their progress.	
	and purpose of the project	For each item they select, Student teacher's	
	Substantive or main	need to reflect on: progress against	
	section:	identified NTS; achieving CLOs; increased	
	Presentation of any	knowledge and understanding of the Basic	
	artifacts, experiments, TLMs	School Curriculum, GESI responsiveness,	
	created for the project;	integration of ICT and how they could have	
	presentation, analysis, and	approached developing the item differently	
	interpretation of what has	to achieve a better outcome	
	been done, learned, or	The mid-semester assessment: case study,	
	found out in relation to	reflective note, quiz etc.	
	focus of the project.		
	Conclusion: Statement of		
	the key outcomes of the		
	project; reflection on what		
	the student teacher has		
	learnt		
WEIGHT	Overall weighting of project	Overall weighting of project = 30%	
	= 30%	Weighting of individual parts of portfolio	
	Weighting of individual	out of 100	
	parts of project out of 100	• Each item of work - 30	
	• Introduction – 10	 Mid semester assessment - 30 - if 	
	• Methodology – 20	applicable	

	 Substantive section 40 Conclusion – 30 	 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:

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

Mathematics:

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

Science

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