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

HANDBOOK FOR COORDINATORS











GOVERNMENT OF GHANA







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

Coordinator Version

Foreword to the Year 4 Tutor Professional Development Handbook

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

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

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

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

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

Robin Todd

Executive Director, T-TEL

June 2022

Year Four

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

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

where there are different age levels direct reference needs to be made to the course manuals for activities for each age level

Level: JHS Semester 2

Subject: Social Science

Year 4

Tutor PD Session for Lesson 1 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

a. Physical Geography (lesson 1: The solar system)

b. Population and Development (Lesson 1: Basic concepts and tools in population studies)

SUBJECT: HISTORY

Courses:

- a. History of Gender and culture in Ghana (Lesson 1: Introductory lesson)
- b. History of science and technology (Lesson 1: Introductory lesson)

SUBJECT: SOCIAL STUDIES

Courses:

- a. Regional integration and international relations (Lesson 1: understanding the concept of diplomacy and diplomatic relations)
- b. Youth and national development (Lesson 1: Introduction/conceptual issues and current status of the youth)

SUBJECT: RME Courses:

a. Critical and moral issues I (lesson 1: Introduction to the course)

b. Theories of religious and moral development (lesson 1: Introduction to the course)

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the		session.	
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed and			
specific reference			
should be made to			
the course			
manual/s.			

1a	Introduction to	1A.		20 mins
the semester – in		Subject lead welcomes		
_	ssion one	tutors to the first PD		
	Overview of	session of year 4 semester 2		
	subject/s age	and explains to them that		
	level/s to be	this semester has 8 courses,		
	covered in the	two courses for each		
	PD sessions and	subject area.		
	guidance on	E.g., Lead reminds		
	grouping tutors	participants that this is the		
	according to the	last semester of the four-		
	subject/s, age	year B. Ed curriculum.		
	level/s.	, , , , , , , , , , , , , , , , , , , ,		
>	Introduction to	Tutors are reminded that		
	the course	this semester is unique in		
	manual/s	the sense that student		
>	Overview of	teachers are preparing for		
	course learning	the world of work.		
	outcomes	We are also reminded that		
>	Introduction to	our student teachers are		
	the two	returning from their 12-		
	continuous	week practicum. We are		
	assessment	therefore to prepare		
	components to	ourselves to guide and		
	be undertaken	assist them to find solutions		
	in each subject	to the challenges they		
	during the	encountered and prepare		
	semester (See	them adequately for the		
	Course	task ahead.		
	Assessment			
	Components	1.1 Ask tutors to sit in their	1.1 Sit according to your	
	Appendix NB in	subject based areas i.e.,	subject areas i.e.,	
	subjects where	Geography, History, Social	Geography, History, Social	
	there are no	studies and RME.	studies and RME	
	assessment			
	components in	1.2 Ask tutors to refer to	1.2 Refer to your course	
	the course	their course manuals to	manual to read the	
	manuals	read the overview of their	overview of your courses,	
	examples will	various courses, taking note	taking note of the course	
	need to be	of the course descriptions	descriptions and course	
	provided by the	and course goals.	goals.	
	SWL for the			
	SL/HoD	Examples of Course	Examples of Course	
		Descriptions and Goals:	Descriptions and Goals:	

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 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

Population, Environment, and Development:

This course seeks to advance student teachers knowledge on the basic concept of population, how they are measured and their relevance.

Goal:

The goal of this course is to introduce student teachers to population, environment and development interrelationship using global examples with special emphasis on sub-Saharan Africa

History of Gender and Culture in Ghana:

The course seeks to address gender stereotypes and misconceptions that student teachers have been exposed to and have imbibed as social beings in the Ghanaian society.

Goal:

The goal for this course is to expose student teachers to the concept of gender, the impact of culture on gender and the ideas of femininity and masculinity in contemporary Ghana.

Regional Integration and International Relations:

This course intends to build the knowledge and understanding of student teachers on the different

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Regional Integration and International Relations:

This course intends to build the knowledge and understanding of student teachers on the different perspective of regional integration in Africa as well the changing aspect of international relations

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.

1.3 Guide participants to discuss the contextual

perspective of regional integration in Africa as well the changing aspect of international relations

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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.

1.3 Discuss in your subject groups the contextual

issues within which each course is designed in their subject based groups.

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:

The history of Ghana has since 19th 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

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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 Ask participants to read out the course learning outcomes from their course manuals for discussion.

Examples CLOs and CLIs Physical Geography: CLOs

Describe the earth minerals and rock types CLIs

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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. Explain the earliest developments in science and technology in Ghana
- ii. Describe the impact of Europeans at 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. Describe the current status of the youth
- ii. Evaluate the challenges of the youth

Theories of Religious and Moral Development: CLOs

Demonstrate understanding and appreciation of religious and moral Identify the major minerals and their constituents in the types of rocks

History of Science and Technology CLOs

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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

- Discuss the implications of the theories of teaching and learning
- ii. Appraise the relevance of developmental theories to teaching and learning
- 1.5 Guide tutors to read the assessment components in their 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): development theories and apply them in line with religious and moral needs of learners (NTS 2f; NTECF p 20)
CLIs

- iii. Discuss the implications of the theories of teaching and learning
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- ➤ 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 8th week

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

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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 one to 12

1B

1.6 Ask participants to share their experiences of year three semester 2 PD sessions and how they applied the activities and methods in their lesson (positives and challenges they encountered in the classroom).

Examples of anticipated challenges:

- Use of ICT
- How to integrate GESI and ICT in lesson delivery

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- 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 Ask tutors to read the introduction part of lesson 1 of each 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 of Arts, Science and Technology):

As an introductory lesson it seeks to dispel the erroneous notion of either none existing or unproductive economy prior to foreign contact and engagement.

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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.

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 Technology):

From the course (Economic History of Ghana – Pre-Colonial Times to the End of the Colonial Period),

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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. Lead tutors to read out and engage in shower thought for the linkages between the lesson learning outcomes and learning indicators of lesson 1 of each course.

Examples of LOs and LIs:

Geography (Population, Environment and Development: LO

Familiarise with population terms and concepts

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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): LO

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):

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

 Asking questions and providing answers relating

LIS

Describe the population terms and concepts in their own words

History (History of Gender and culture in Ghana):

LO

Demonstrate understanding of the course requirement and expectation for the semester.

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RME (Theories of Religious and Moral Development): LO

Demonstrate knowledge and understanding of the nature of the course

LIS

 Asking questions and providing answers relating

	the course
ii.	Agreement to
	and acceptance
	of conditions

and acceptance of conditions and terms for teaching and learning

to the nature of

1.9 Ask tutors s to identify the distinctive features of lesson one of each course from the course manuals.

Geography (solar system):

- 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 is Arts,science andtechnology andwhy is it relevant
- iii. Assessment modes

Social Studies (Understanding the Concept of Diplomacy and Diplomatic Relations):

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):

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- v. Earth planetary system —earth shape and size
- vi. Earth motions (rotation and revolution)

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 science and
 technology and
 why is it relevant
- vi. Assessment modes

Social Studies (Understanding the Concept of Diplomacy and Diplomatic Relations):

			1	,
	i.	Lesson	vi.	Lesson
		introduction to		introduction to
		course		course
		manual/lesson		manual/lesson
	ii.	The meaning of	vii.	The meaning of
		conflict		conflict
	iii.	Differences	viii.	Differences
		between		between
		diplomacy and		diplomacy and
		diplomatic		diplomatic
		relations		relations
	iv.	Types of	ix.	Types of
		diplomacy and		diplomacy and
		international		international
		relations		relations
	v.	Teaching the	х.	Teaching the
		basic school		basic school
		curriculum		curriculum
	RME (Int	roduction to The	RME (Int	roduction to the
	Course):		Course):	
	i.	Expectations	iii.	Expectations
	ii.	Description and	Description	on and background
		background of	of Goldm	an theory of
		Goldman theory	religious	development
		of religious		
		development		
As this course is	1.10 Ask	tutors to read	1.10 Read	d pages 114-118 of
dealing with	pages 11	4 to 118 of the	the year	3 STS manual on
supporting and or	year 3 ST	S manual on	professio	nal teaching
assessing the	professional teaching		portfolio	
Professional	portfolio.	portfolio.		
Teaching Portfolio				
Development or the	1.11. Disc	cuss ways through	1.11. Disc	cuss ways through
Classroom Enquiry	which student teachers		which stu	udent teachers
and Action Research	could be assisted to build		could be	assisted to build
Project Report	their teaching portfolio.		their tead	ching portfolio.
writing. Tutors need		<u>.</u>		
to be provided with	E.g., The	content of	E.g., The	content of
guidance on what	Professional teaching		Profession	onal teaching
to do including	portfolio includes:		portfolio	includes:
organisation of Post	✓ Pe	ersonal teaching	✓ Pe	ersonal teaching
Intern Seminar.	pl	nilosophy	pl	hilosophy

	 ✓ Students' reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments ② Ask tutors to read 	✓ 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	
fror STS	n pages 91-99 of year 3 manual on Action earch	of year 3 STS manual on Action Research	
how tead repo enq reso out	B Discuss with tutors of to assist student chers to write their orts on classroom uiry and action earch that was carried during first semester of or 4 STS	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	
	mple: ✓ 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	Example: ✓ 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 Discuss with tutors	1.14 Discuss how you will	
	to assist student	assist student teachers to	
	share to propare for the	prepare for the world of	
_	chers to prepare for the	1	
before Students wor	ld of work taking into sideration how to	work taking into	

provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc	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.	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	2.1 Guide tutors to brainstorm the likely new concepts from lesson one of each course 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	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	15 mins

and explain the issues/s with tutors

Social Studies (Understanding the Concepts of Diplomacy and Diplomatic Relations):

Diplomacy, diplomatic relations, integration

RME (Introduction to the Course):

Bribery, corruption

2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson one of each course.

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

Social Studies (Understanding the Concepts of Diplomacy and Diplomatic Relations): Diplomacy, diplomatic

Diplomacy, diplomatic relations, integration

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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 of abuse in some countries could affect their could affect their appreciation of appreciation of International Relations. International Relations. RME - (Introduction to the RME - (Introduction to the **Course**): Some students Course): Some students might be engaged in might be engaged in corrupt practices including corrupt practices including cheating in examinations cheating in examinations and may therefore have and may therefore have challenges accepting the challenges accepting the meaning of corruption. meaning of corruption. 2.3 Brainstorm the 2.3 Lead tutors to brainstorm the appropriate appropriate strategies you strategies to assist student will use to assist student teachers to appreciate teachers to appreciate these concepts and these concepts and overcome the barriers. E.g., overcome the barriers. E.g., brainstorming, group brainstorming, group activities, etc. activities, etc. 3.Planning for 3.1 Ask tutors to refer to 3.1 Refer to the course teaching, learning the course manuals in their manuals in your subject and assessment subject groups and discuss groups and discuss the activities for the the teaching and learning teaching and learning lesson/s activities for lesson 1. activities for lesson 1. Reading and discussion of **Examples: Examples:** the teaching Geography: (Solar System): **Geography: (Solar System):** and learning Tutor introduces the lesson Tutor introduces the lesson activities to students by explaining to students by explaining Noting, the solar system. the solar system. addressing, and **History: (Introductory History: (Introductory** explaining areas Lesson): Lesson): where tutors Tutor leads student Tutor leads student may require clarification teachers to read through teachers to read through Noting the course learning the course learning outcomes and discuss how outcomes and discuss how opportunities the lessons will be the lessons will be for making

structured.

structured.

explicit links to

the Basic School
Curriculum

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

Social Studies: (Introduction/Conceptual Issues and Current Status of the Youth in Ghana): KWL, Shower thought, Differentiated task grouping

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 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- 3.3 Ask tutors to 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

- 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

Social Studies: (Introduction/Conceptual Issues and Current Status of the Youth in Ghana): KWL, Shower thought, Differentiated task grouping

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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

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

- any topic from the JHS curriculum to do peer teaching in the class
- 3.4 Ask tutors to discuss the teaching and learning activities and explain how they could assist 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 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

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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
- ✓ 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 Ask tutors refer to their course manuals in their subject groups to identify and discuss the continuous assessment opportunities in lesson 1 in line with the NTEAP.

Examples:

Geography: (Solar System): Student teachers describe

Student teachers describ the shape of the earth

History: (Introductory Lesson):

Student teachers discuss key concepts and terms in gender studies information on Google and other search engines.

21st Century Skills

- Use of smart phones and PowerPoint presentations to develop:
- √ digital literacy skills
- ✓ Innovation and creativity
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 - ✓ 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 1 in line with the NTEAP.

Examples:

Lesson):

Geography: (Solar System): Student teachers describe the shape of the earth

History: (Introductory

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.

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 Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 1 of their 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

Social studies: (Understanding the

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video clips on law and

	order, pictures and posters depicting orderliness and disorderliness RME: (Introduction to the Course): Whiteboard, markers, smart phones, computers,	order, pictures and posters depicting orderliness and disorderliness RME: (Introduction to the Course): Whiteboard, markers, smart phones, computers,	
4. Evaluation and review of session:	3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery 4.1 Ask tutors to reflect and write down the main	3.7 Prepare a detailed plan for student teachers to ensure efficient lesson delivery 4.1 Reflect and write down the main themes discussed	15 mins
a. Tutors need to identify critical friends to observe lessons and report	themes discussed in the PD session. 4.2 Ask participants to	in the PD session. 4.2 Share your points with	
at next session b. Identifying and addressing any outstanding issues relating to the	share their points with colleagues in their group and then with the larger group.	colleagues in your group and then with the larger group.	
lesson/s for clarification	4.3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 2.	4.3 Identify a critical friend to observe your lessons and give feedback to you and report during PD session 2.	
	4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.	4.4 Ask further questions for clarification if any.	
	4.5 Remind tutors to read lesson 2 of their various course manuals and mobilize needed resources for the next PD session.	4.5 Read lesson 2 from your course manual for the next PD session.	

Levels: JHS

Name of Subject:
Social Science
Year 4

Semester 2

Tutor PD Session for Lesson 2 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

- c. Physical Geography (lesson 2: Structure of the earth, Minerals and Rocks the Earth)
- d. Population and Development (Lesson 2: Major population doctrines, theories and models I)

SUBJECT: HISTORY

Courses:

- c. History of Gender and culture in Ghana (Lesson 2: Key terms)
- d. History of science and technology (Lesson 2: Earliest Science and technology in Ghana: health care systems in pre-colonial Ghana)

SUBJECT: SOCIAL STUDIES

Courses:

- c. Regional integration and international relations (Lesson 2: The significance of Diplomacy in international Relations)
- d. Youth and national development (Lesson 2: Challenges of the Youth)

SUBJECT: RME

Courses:

- c. Critical and moral issues I (lesson 2: Bribery and Corruption)
- d. Theories of religious and moral development (lesson 2: Theories of Religious Development)

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the		session.	
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed and			
specific reference			

should be made to			
the course			
manual/s.			
1b Introduction to	1B		20 mins
the session	1.1 Ask participants to	1.1 Share your experiences	20 1111113
Review prior	share their experiences of	of year 4 semester 2 PD	
learning	year 4 semester 2 PD	session 1 and how you	
Reading and	session 1 and how they	applied the activities and	
discussion of the	applied the activities and	methods in your lesson	
introductory	methods in their lessons	taking into consideration	
sections of the	taking into consideration	benefits and challenges you	
lesson up to and	benefits and challenges	encountered in the	
including	they encountered in the	classroom).	
learning	classroom).	ciassi comj.	
outcomes and	ciassi comj.		
indicators	Examples of anticipated	Examples of anticipated	
> Overview of	challenges:	challenges:	
content and	How to integrate GESI	How to integrate GESI	
identification of	and ICT in lesson	and ICT in lesson	
any distinctive	delivery	delivery	
aspects of the		•	
lesson/s,	How to manage large class size etc.	How to manage large class size etc.	
1 1	Unstable internet	Unstable internet	
NB The guidance for			
SL/HoD should	connectivity	connectivity	
identify, address	Power outages	Power outages	
and provide	Virtual learning and its	Virtual learning and its	
explanations for any	effects on the	effect on the	
areas where tutors	implementation of PD sessions.	implementation of PD	
might require	sessions.	sessions.	
clarification on an	4.2.4.1.1	4.2 Bandaha takan dariba	
aspect of the lesson.	1.2 Ask tutors to read the	1.2 Read the introduction	
NB SL/HoD should	introduction part of lesson	part of lesson 2 of your	
ask tutors to plan	2 of each course including	course including lesson	
for their teaching as	lesson description and	description and student	
they go through the	student teachers' previous	teachers' previous	
PD session	knowledge, learning	knowledge, learning	
	outcomes and learning	outcomes and learning	
	indicators.	indicators.	
	Examples of lesson	Examples of lesson	
	descriptions:	descriptions:	
	Geography (Physical	Geography (Physical	
	Geography):	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 student-teachers 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

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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.

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. Lead tutors to read out and shower thought for the

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.

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

linkages between the lesson learning outcomes and learning indicators of lesson 2 of each course.

between the lesson learning outcomes and learning indicators of lesson 2 of your course.

Examples of LOs and LIs:

Examples of LOs and LIs:

Geography (Population and

Geography (Population and Development):

Development): LO

LO Familiarize with the Malthusian theory.

Familiarize with the Malthusian theory.

LI

Student - Teachers should be able to explain the Malthusian Theory

Student - Teachers should be able to explain the Malthusian Theory

History (History of Gender

and culture in Ghana):

History (History of Gender and culture in Ghana):

LO Demonstrate understanding of some Key terms in

Demonstrate understanding of some Key terms in **Gender History**

LI

Gender History

Mention and explain key terms in Gender History. Social Studies (The significance of Diplomacy in international Relations): LI

Mention and explain key terms in Gender History. Social Studies (The significance of Diplomacy in international Relations): LO

LO

Demonstrate knowledge and understanding of who a diplomat is

Demonstrate knowledge and understanding of who a diplomat is

LI

Explain the meaning of diplomat

LI

Explain the meaning of diplomat

Development):

RME (Theories of Religious Development): LO

LO

Explain religious developmental theory by

Explain religious developmental theory by

RME (Theories of Religious

Goldman with appropriate **LI**

Describe the theory of religious development by Roland Goldman

1.4 Ask participants to identify the distinctive features of lesson 2 of each course from the course manuals.

Geography (Physical Geography):

- i. Structure of the earth
- ii. Minerals and rocks of the earth
- iii. The rock cycles

History (History of science and technology):

- 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

Goldman with appropriate **LI**

Describe the theory of religious development by Roland Goldman

1.4 Identify the distinctive features of lesson 2 of your course from the course manual.

Geography (Physical Geography)

- i. Structure of the earth
- ii. Minerals and rocks of the earth
- iii. The rock cycles

History (History of science and technology):

- 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

			,		1
	ii.	Diplomatic		ii. Diplomatic	
		Functions		Functions	
	iii.	The importance		iii. The	
		of Diplomacy in		importance of	
		international		Diplomacy in	
		relations		international	
	iv.	Diplomacy in		relations	
		Personal life and	iv.	Diplomacy in	
		human relation		Personal life and	
				human relation	
	_	tical and Moral	RME (Critical and Moral	
	Issues I):		Issues	I):	
	i.	The Nature of	i.	The Nature of	
		Bribery &	Briber	/ & Corruption	
		Corruption	ii.	Meaning bribery	
	ii.	Meaning bribery	and co	rruption	
		and corruption	iii.	Causes and effects	
	iii.	Causes and	of brib	ery and corruption	
		effects of bribery	iv.	Solutions to bribery	
		and corruption	and co	rruption	
	iv.	Solutions to			
		bribery and			
		corruption			
As this course is	1.5 Ask tu	itors to read pages	1.5 Re	ad pages 114-118 of	
dealing with	114 - 118	of the year 3 STS	the ye	ar 3 STS manual on	
supporting and or	manual o	n Professional	Profes	sional Teaching	
assessing the	Teaching	Portfolio.	Portfo	lio.	
Professional					
Teaching Portfolio	1.6. Discu	iss ways through	1.6. Di	scuss ways through	
Development or the	which stu	dent teachers	which	student teachers	
Action Research	could be	assisted to build	could	be assisted to build	
Project Report	their tead	hing portfolio.	their t	eaching portfolio.	
writing. Tutors need					
to be provided with	Eg. The c	ontent of	_	e content of	
guidance on what	_	nal Teaching	_	sional Teaching	
to do including	Portfolio		Portfo	lio includes:	
organisation of Post		rsonal teaching	I.	Personal teaching	
Intern Seminar.		ilosophy		philosophy	
		ıdents' reflective	II.	Students' reflective	
	_	ırnals		journals	
		mples of work the	III.	Samples of work	
	stu	ident teacher has		the student	
				teacher has	

	graded, showing their comments. IV. Link tutor's assessment	graded, showing their comments. IV. Link tutor's assessment
	comments 1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research	comments 1.7 Read from pages 91-99 of year 3 STS manual on Action Research
	1.8 Discuss with tutors how to assist student teachers to write their reports on classroom enquiry and action research that was	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: ✓ Description of post intervention data	carried out during first semester of year 4 STS Example: I. Description of post intervention data collection
	collection ✓ Analysis and discussion of post intervention data collection	II. Analysis and discussion of post intervention data collection III. Comparing post and pre-intervention results for
	✓ Comparing post and pre-intervention results for interpretation ✓ Writing findings,	interpretation IV. Writing findings, conclusions and recommendation of the study
For each session	conclusions and recommendation of the study 1.9 Discuss with tutors how	1.9 Discuss how you will
remember this is the final semester	to assist student teachers to prepare for the world of	assist student teachers to prepare for the world of
before Students start teaching provide prompts to	work taking into consideration how to integrate GESI, CCI, and ICT	work taking into consideration how to integrate GESI, CCI, and ICT
help support this transition for planning and give	as beginning teachers etc. Examples: ✓ How to prepare for	as beginning teachers etc. Examples: i. How to prepare for
regard for GESI, CCI, ICT etc	the licensure examination.	the licensure examination.

		1	
	√ How to manage	ii. How to manage	
	placement issues.	placement issues.	
	✓ Community	iii. Community	
	engagement	engagement	
	✓ How to handle	iv. How to handle	
	controversial issues	controversial issues	
	GESI	GESI	
	i. Assign leadership	i. Assign leadership	
	roles to males,	roles to males,	
	females and	females and	
	people with	people with	
	different forms of	different forms of	
	disabilities in	disabilities in	
	groups.	groups.	
2 Concept	2.1 Guide tutors to	2.1 Brainstorm the likely	15 mins
Development (New	brainstorm the likely new	new concepts from lesson 2	
learning likely to	concepts from lesson one	of your course	
arise in lesson/s):	of each course		
Identification			
and discussion of	Examples of new concepts:	Examples of new concepts:	
new learning,	Geography (Population and	Geography (Population and	
potential	Development):	Development):	
potential barriers to	Development):	Development):	
•	Development): Malthusian theory, Neo-	Development): Malthusian theory, Neo-	
barriers to			
barriers to learning for	Malthusian theory, Neo-	Malthusian theory, Neo-	
barriers to learning for student teachers	Malthusian theory, Neo- Malthusian and Marxist	Malthusian theory, Neo- Malthusian and Marxist	
barriers to learning for student teachers or students, new	Malthusian theory, Neo- Malthusian and Marxist	Malthusian theory, Neo- Malthusian and Marxist	
barriers to learning for student teachers or students, new concepts or	Malthusian theory, Neo- Malthusian and Marxist theory	Malthusian theory, Neo- Malthusian and Marxist theory	
barriers to learning for student teachers or students, new concepts or pedagogy being	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science	
barriers to learning for student teachers or students, new concepts or pedagogy being introduced in	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana):	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana):	
barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson,	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health	
barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system,	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system,	
barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian	Malthusian theory, Neo- Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian	
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	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and	
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	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of	
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	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of	
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	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of indigenous health care.	Malthusian theory, Neo-Malthusian and Marxist theory History (History of Science and Technology in Ghana): Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of indigenous health care.	
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RME (Critical and Moral Issues):

Bribery, Corruption

2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson 2 of each course.

Examples:

Geography – Population and Development:

Generally, luck of funds and logistics to undertake field studies could be a barrier.

History – History of Science and Technology:

Student teachers may project their contemporary understanding of science and technology, Industrial and trading activities.

Social Studies – Regional Integration and International Relations:

Lack of appreciation of the importance of global citizenship and diplomatic relations

RME - Critical and Moral Issues:

Student teachers might think of the phenomenon as distant from themselves

2.3 Lead tutors to brainstorm the appropriate strategies to assist student teachers to appreciate these concepts and

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:

Geography – Population and Development:

Generally, luck of funds and logistics to undertake field studies could be a barrier.

History – History of Science and Technology:

Student teachers may project their contemporary understanding of science and technology, Industrial and trading activities.

Social Studies - Regional Integration and International Relations:

Lack of appreciation of the importance of global citizenship and diplomatic relations

RME - Critical and Moral Issues:

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.,	overcome the barriers. E.g.,	
		brainstorming, group	brainstorming, group	
		activities, etc.	activities, etc.	
	lanning for	3.1 Ask tutors to refer to	3.1 Refer to the course	
tea	ching, learning	the course manuals in their	manuals in your subject	
and	assessment	subject groups and discuss	groups and discuss the	
acti	vities for the	the teaching and learning	teaching and learning	
less	son/s	activities for lesson 2.	activities for lesson 2.	
>	Reading and			
	discussion of	Examples:	Examples:	
	the teaching	Geography: (Physical	Geography: (Physical	
	and learning	Geography):	Geography):	
	activities	Tutor introduces the lesson	Tutor introduces the lesson	
>	Noting,	to the student -teachers by	to the student -teachers by	
	addressing, and	discussing the formation of	discussing the formation of	
	explaining areas	the atmosphere.	the atmosphere.	
	where tutors			
	may require	History: (History of Gender	History: (History of Gender	
	clarification	and Culture in Ghana):	and Culture in Ghana):	
>	Noting	Brainstorm with student	Brainstorm with student	
	opportunities	teachers the meaning of sex	teachers the meaning of sex	
	for making	and Gender.	and Gender.	
	explicit links to			
	the Basic School	Social Studies: (Youth and	Social Studies: (Youth and	
	Curriculum	National Development):	National Development):	
>	Noting	Tutor facilitates student	Tutor facilitates student	
	opportunities	teachers' revision of	teachers' revision of	
	for integrating:	previous lesson on the	previous lesson on the	
	GESI	concept 'youth' and	concept 'youth' and	
	responsiveness	'national development' and	'national development' and	
	and ICT and 21st	their relationships as well as	their relationships as well as	
	C skills	current status of the youth	current status of the youth	
>	Reading,	in Ghana.	in Ghana.	
	discussion, and			
	identification of	RME: (Theories of Religious	RME: (Theories of Religious	
	continuous	and Moral Development):	and Moral Development):	
	assessment	Tutor introduces lesson and	Tutor introduces lesson and	
	opportunities in	puts student teachers into	puts student teachers into	
	the lesson. Each	different ability groups to	different ability groups to	
	lesson should	discuss background of	discuss background of	
		l	1	

include at least

opportunities to use continuous

two

Goldman's Theory of

Religious Development.

Goldman's Theory of

Religious Development.

- assessment to support student teacher learning
- Resources:
- o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- > Tutors should be expected to have a plan for the next lesson for student teachers

- **3.2** Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- 3.3 Ask tutors to brainstorm 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 Ask tutors to discuss the teaching and learning activities and explain how they could assist student teachers to integrate issues of GESI, ICT and the 21st Century Skills in their lessons.

Examples: GESI

Paying special attention to student

- **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 to assist student teachers to appreciate these 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.

Examples: GESI

 i. Paying special attention to student

- teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.
- Paying attention to learners with different learning preferences
- Assign leadership roles to males, females and learners with different forms of disabilities in groups.

ICT

- 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.

21st Century Skills

- Use of smart phones and Power Point presentations to develop digital literacy skills and innovation and creativity
- ii. Use of group
 discussion to develop
 communication and
 collaboration skills,
 leadership, personal
 development skills and
 critical thinking and
 problem-solving skills

- teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.
- ii. 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

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21st Century Skills

- Use of smart phones and Power Point presentations to develop digital literacy skills and innovation and creativity
- ii. Use of group
 discussion to develop
 communication and
 collaboration skills,
 leadership, personal
 development skills and
 critical thinking and
 problem-solving skills

3.5 Ask tutors refer to their course manuals in their 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.

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".

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.

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RME: (Critical and Moral Issues I):

Task student teacher to write an essay: "When corruption favours you, you call it connection".

3.6 Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 2 of their various courses.

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Examples:

Geography: (Physical Geography):

Course manual, Physical models Youtube videos, laptops, projectors etc.

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Examples:

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.

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 relations. Brailler, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.

Social Studies: (Regional Integration and International Relations):

Audio-visual Equipment and Video clips on the significance of diplomacy 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. Whiteboard, markers, smart phones, computers, course outlines etc.

RME: (Critical and Moral

Issues):

3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery

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 Ask tutors to reflect and write down what they have learnt in the PD session. 4.2 Ask tutors to share their	4. 1 Reflect and write down what you have learnt in this PD session. 4.2 Share your points with	15 mins
lessons and report at next session	points with their elbow friends and then share with the larger group.	your elbow friend and then share with the larger group.	
b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4. 3 Task tutors to identify a critical friend to observe their lessons and give feedback to them and report in the next PD session.	4. 3 Identify a critical friend to observe your lesson and give feedback in the next PD session.	
	4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.	4.4 Ask further questions for clarification if any.	
	4.5 Remind tutors to read lesson 2 of their various course manuals and mobilize needed resources for the next PD session.	4.5 Read lesson 2 to prepare for the next PD session.	

Tutor PD Session

Level: JHS Name of Subject: Social Science

Year 4 Semester 2

Tutor PD Session for Lesson 3 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

- e. Physical Geography
 - lesson 3: Air masses and Cyclones
- f. Population, Environment and Development
 - Lesson 3: Major population doctrines, theories and
 - models II

SUBJECT: HISTORY

Courses:

- a. History of Gender and culture in Ghana
 - > Lesson 3: Meaning of Culture
- b. History of science and technology
 - Lesson 3: External influences on indigenous science
 - > and Technology

SUBJECT: SOCIAL STUDIES

Courses:

- a. Regional integration and international relations
 - Lesson 3 Modes of initiating and sustaining Diplomacy
- **b.** Youth and national development
 - > Lesson 3: Expectations of Ghanaians about the Role of the Youth

SUBJECT: RME

Courses:

- e. Critical and moral issues I
 - lesson 3: Cyber Fraud/Gambling
- f. Theories of religious and moral development
 - > lesson 3: Theory of Developmental Limitations in Religious Growth.

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session		

ab a colatora a tha		during and store of the	
should use the		during each stage of the	
bullets to guide		session.	
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed and			
specific reference			
should be made to			
the course			
manual/s.			
1 Introduction to	1.1 welcome tutors to the	1.1 Take a piece of paper	20
the session	third PD session and ask	and write down two key	mins
Review prior	each tutor to take a	issues about the PD	
learning	piece of paper and write	session 2 and how you	
A critical friend	down two key issues	implemented in the	
to share findings	about the PD session 2	classroom	
for a short	and how it was		
discussion and	implemented in the		
lessons learned	classroom		
Reading and	0.000.001.1		
discussion of the	1.2 Ask tutors to share their	1.2 Share your points with	
introductory	points with the group to	the group to discuss	
sections of the	discuss briefly the impact	briefly the impact of the	
lesson up to and	of the PD session 2 on	PD session 2 on your	
including	their classroom activities	classroom activities	
learning	their classroom activities	ciassi com activities	
outcomes and	1.3 Ask tutors to sit in their	1.3 Sit in your subject	
indicators	subject based groups i.e.,	based groups i.e.,	
> Overview of	Geography, History,	Geography, History,	
content and	Social studies and RME.	Social studies and RME.	
identification of	Social studies and Rivie.	Social studies and Rivie.	
any distinctive	1.4 Invite two volunteer	1.4 Two volunteer critical	
aspects of the	critical friends to give	friends should give	
lesson/s,	reports on their	reports on your	
NB The guidance for	observations of lesson 2	observations of lesson 2	
SL/HoD should	for a brief discussion by	for a brief discussion by	
identify, address	the general house	the general house	
and provide			
explanations for any	1.5 Ask tutors to refer to	1.5 Refer to your course	
areas where tutors	their course manuals and	manual and read the	
might require	read the introduction	introduction part of	
clarification on an	part of lesson 3 of each	lesson 3 of your course	

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

course including lesson description and student teachers' prior knowledge

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

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

including lesson description and student teachers' prior knowledge

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 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

Western medicine 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. Ask tutors in their respective groups to 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: 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.

Social Studies (Regional Integration and International Relations): CLO

Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy

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

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.

Social Studies (Regional Integration and International Relations): CLO

Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy

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

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

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

examples

1.7 Ask participants to identify the distinctive features of lesson 3 of each course from the course manuals.

Geography (Physical Geography):

i. Definition and components of the demography

ii. transitional

History (Gender and Culture):

i. genderii. cultureiii. distinctionsbetween genderand culture

Social Studies (Regional integration and international relations):

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 3. Use the principles inherent in the theory for their professional practices
- 1.7 Participants identify the distinctive features of lesson 3 of each course from the course manuals.

 Geography (Physical Geography):

iv. Definition and components of the demographyv. transitional

vi. model

History (Gender and Culture):

iv. genderv. culturevi. distinctionsbetween genderand culture

Social Studies (Regional integration and international relations):

i.	The meaning of	v.	The meaning of	
	conflict		conflict	
ii.	Differences	vi.	Differences	
	between		between	
	diplomacy and		diplomacy and	
	diplomatic		diplomatic	
	relations		relations	
iii.	Types of	vii.	Types of	
	diplomacy and		diplomacy and	
	international		international	
	relations		relations	
iv.	Teaching the	viii.	Teaching the	
	basic school		basic school	
	curriculum		curriculum	
RME (Ro	land Goldman's		land Goldman's	
(1964) TI	heory of	(1964) Th	• •	
Develop	mental Limitations	· -	mental Limitations	
in Religio	ous Growth.):	in Religio	ous Growth.):	
i.	Expectations			
Descripti	on and background	Expectati		
of Goldm	nan theory of		on and background	
religious	development	-	an theory of	
		religious	development	
1.8 Ask t	utors to refer to	1.8 Ask tı	utors to refer to	
lesson 3	of their course	lesson 3	of their course	
manuals	to identify the	manuals	to identify the	
distinctiv	e features of each	distinctiv	e features of each	
of the les	ssons.	of the les	ssons.	
Distinctiv	ve features:	Distinctiv	ve features:	
Example	s of LOs and LIs:	Examples	s of LOs and LIs:	
	hy (Population,	Geograp	hy (Population,	
Environn	nent and	Environn	nent and	
Developi	ment:	Develop	ment:	
LO		LO		
Familiari	se with the		se with the	
Familiari demogra	se with the uphic transition	demogra	se with the phic transition	
Familiari				

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):

Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy

LIS

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

RME (Theories of Religious and Moral Development): LO

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):

LO

Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy

LIS

Identify and
explain the
possible modes of
initiating and
sustaining
diplomacy
Examine the
modes, core
values and
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diplomacy in
internal relation

RME (Theories of Religious and Moral Development): LO Demonstrate knowledge and understanding of the nature of Goldman's theory of moral development.

1. Explain theory Goldman's theory on developmental

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
- 1.9 Ask participants to identify the distinctive features of lesson 3 of each course from the course manuals.

professional practices

Geography (Physical Geography):

- 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

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- 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
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Geography (Physical Geography):

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- 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

As this course is	ii. Differences between diplomacy and diplomatic relations iii. Types of diplomacy and international relations iv. Teaching the basic school curriculum	ii. Differences between diplomacy and diplomatic relations iii. Types of diplomacy and international relations iv. Teaching the basic school curriculum
dealing with supporting and or assessing the Professional Teaching Portfolio	pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.	118 of the year 3 STS manual on professional teaching portfolio.
Development or the Classroom Enquiry and Action Research Project Report writing. Tutors should be	1.11. Discuss with tutors' ways through which student teachers could be assisted to build their teaching portfolio.	1.11. Discuss ways through which student teachers could be assisted to build their teaching portfolio.
provided with guidance on what to do including organization of Post	Eg. The content of Professional teaching portfolio includes: Veritten Personal	Eg. The content of Professional teaching portfolio includes: i. Written Personal
Internship Seminar.	teaching philosophy Lesson plans Honours and awards received Student teachers' reflective journals Samples of work the student teacher has graded, showing their comments. Link tutor's assessment comments Print out of semester results	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 Ask tutors to refer to pages 91-99 of year 3 STS manual on Action Research to remind themselves with	1.12 refer to pages 91-99 of year 3 STS manual on Action Research to remind themselves with the

	the elements of classroom	elements of classroom	
	enquiry and action research	enquiry and action research	
	1.13 Discuss with tutors how	1.14 Discuss how to assist	
	to assist student teachers to	student teachers to write	
	write their reports on	their reports on classroom	
	classroom enquiry and	enquiry and action	
	action research that was	research that was carried	
	carried out during first	out during first semester of	
	semester of year 4 STS	year 4 STS	
	semester of year 4 515	year 4313	
	Example:	Example:	
	✓ Description of post	i. Description of post	
	intervention data	intervention data	
	collection	collection	
	✓ Analysis and	ii. Analysis and	
	discussion of post	discussion of post	
	intervention data	intervention data	
	collection	collection	
	✓ Comparing post and	' '	
	pre-intervention	and pre-	
	results for	intervention	
	interpretation	results for	
	✓ Writing findings,	interpretation	
	conclusions and	iv. Writing findings,	
	recommendation of	conclusions and	
	the study	recommendation	
	✓ How to organize the	of the study	
	report of the action	v. How organize the	
	research including	report of the action	
	abstract, dedication,	research including	
	referencing etc	abstract,	
		dedication,	
		referencing etc	
For each session	1.15 Discuss with tutors how	1.15 Discuss how to assist	
remember this is	to assist student teachers to	student teachers to prepare	
the final semester	prepare for the world of	for the world of work taking	
before Students	work taking into	into consideration how to	
begin teaching	consideration how to	integrate GESI, CCI, ICT as	
provide prompts to	integrate GESI, CCI, ICT as	beginning teachers etc	
help support this	beginning teachers etc	examples:	
transition for	examples:		
		1	l

planning and give

regard for GESI, CCI,	✓ How to prepare for	i. How to prepare for	
ICT etc.	the licensure	the licensure	
	examination.	examination.	
	✓ How to manage	ii. How to manage	
	placement issues.	placement issues.	
	✓ Community	iii. Community	
	engagement	engagement	
	✓ How to handle	iv. How to handle	
	controversial issues	controversial issues	
	✓ How to build	v. How to build	
	confidence and	confidence and	
	adaptive strategies to	adaptive strategies	
	cope with the new	to cope with the	
	environment	new environment	
	✓ The need for	vi. The need for	
	honesty, trust	honesty, trust	
	worthiness and	worthiness and	
	integrity	integrity	
	CECI	CECI	
	GESI	GESI	
	✓ Assign leadership	✓ Assign leadership	
	roles to males,	roles to males,	
	females and people	females and people	
	with different forms	with different forms	
	of disabilities in	of disabilities in	
2 Company	groups.	groups.	15
2 Concept	2.1 Ask tutors to shower	2.1 Shower thought in your	
Development (New	thought in their subject	subject based groups to	mins
learning likely to	based groups to bring out	bring out the concepts that	
arise in lesson/s): > Identification	the concepts that are to be	are to be developed or learned in the lesson 3 of	
and discussion of	developed or learned in the lesson 3 of each of the		
new learning,		your courses	
potential	courses		
barriers to	Examples of Concepts:	Examples of Concepts:	
learning for	Liamples of Concepts.	Liamples of Concepts.	
student teachers	Geography: (Physical	Geography: Physical	
or students, new	Geography)	Geography)	
concepts or		20081 abii 11	
pedagogy being	Air masses factors influence	Air masses Factors that	
introduced in	air masses	influence air masses	
the lesson,		Types of air masses	
which need to	Types of air masses	Cyclones and anti-cyclone	
		weather conditions	
		catrici corialtions	

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.

cyclones and anti-cyclone weather conditions

History: (History of science and technology)

Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.

Social Studies: (Youth and national development)

- i. Youth
- ii. National development
- iii. Youth development
- iv. Youth potential

RME :(Theories of moral development)

Psychoanalytic Theory of Moral Development The Human Personality Educational implications of the theory Reflective Writing

2.2 Leads participants to 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

History: (History of science and technology)

Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.

Social Studies: (Youth and national development)

- i. Youth
- ii. National development
- *iii.* Youth development
- iv. 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

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 cyber fraud and gambling.

- 2.3 Lead tutors to brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:
 - 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

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)

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- 2.3 Brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:
 - 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 and assessment activities for the lesson/s

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

3.1 Ask tutors to refer to their respective course manuals in their subject groups and discuss the teaching and learning activities of lesson 3 of each course.

Examples: Geography: (Physical Geography)

Tutor guide student teachers to identifies and describes the various types of air masses

History: (History of science and technology)

In groups, tutor guides student teachers to present on the processes involved in various indigenous industries in pre-colonial Ghana. (Soap Making, Bead Making, Pottery, Basketry, Gold Mining, Salt Mining)

Social Studies: (Youth and national development)

Tutor in collaboration with student teachers identify and invite a resource person from the district/regional/national NCCE office, or the MMDAs who is an expert in youth and national development issues to give a talk in the next lesson on the topic

3.1 Refer to your course manual and discuss the teaching and learning activities of lesson 3

40mins

Examples: Geography: (Physical Geography)

Tutor guide student teachers to identifies and describes the various types of air masses

History: (History of science and technology)

In groups, tutor guides student teachers to present on the processes involved in various indigenous industries in pre-colonial Ghana. (Soap Making, Bead Making, Pottery, Basketry, Gold Mining, Salt Mining)

Social Studies: (Youth and national development)

Student teachers identify and invite a resource person from the district/regional/national NCCE office, or the MMDAs who is an expert in youth and national development issues to give a talk in the next lesson on the topic

- 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

RME :(Theories of moral development)

Group Presentations: Tutor assigns student teachers to groups to search for how the theory' influence teaching of RME and write detailed reports on their findings.

- 3.2 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- 3.3 Ask tutors to 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 Guide tutors to discuss the teaching and learning activities in lesson 5 and explain how they will integrate issues of GESI, ICT and the 21st Century Skills in their lessons.

Examples: GESI

 a. Tutors need to pay special attention to

RME :(Theories of moral development)

Group Presentations:

student teacher groups search for how the theory' influence teaching of RME and write detailed reports on their findings

- 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 teach the Basic School Curriculum.

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 21st Century Skills in your lessons.

Examples: GESI

a. pay special attention to student teachers

- 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.
- with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.
- 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.

ICT

- How to assist student teachers to:
- 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.

21st 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:

✓ communication and Collaboration skills

21st 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

- ✓ Leadership and personal development
- Critical thinking and problem-solving skills
- 3.5 Ask tutors in their subject groups to identify and discuss the continuous assessment opportunities in lesson 3 of their respective courses in line with the NTFAP.

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 precolonial 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

- 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)

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 cyber fraud and gambling

3.6 Ask participants to identify relevant teaching and learning resources that can be used to teach 3 lessons of their various courses.

Examples Resources:

Geography:

Course manual
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: (Critical and moral issues I)

Reflective Essays: Task students to reflect and write an essay on their changing perceptions about cyber fraud and gambling

3.6 Identify relevant teaching and learning resources that can be used to teach lesson 3 of your course.

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

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: Laptops, projectors, smart phones, audio-visual materials, flip chart Note: Do develop an effective plan for the lesson	RME: Laptops, projectors, smart phones, audio-visual materials, flip chart Note: Do develop an effective plan for the lesson	
	to ensure efficient delivery in the classroom.	to ensure efficient delivery in the classroom	
4. Evaluation and	4. 1 Ask each tutor to reflect	4. 1 Reflect and write down	15
review of session: Tutors should Identifying critical friends to	and write down two key things discussed in the PD session.	two key things discussed in the PD session.	mins
observe lessons and report at next session	4.2 Ask participants to share their points with colleagues in their groups and then with the larger group.	4.2 Share your points with colleagues in your groups and then with the larger group.	
Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4. 3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 4.	4. 3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 4.	
	4.4 Ask tutors to ask further questions for clarification if there are still unresolved issues.	4.4 Ask further questions for clarification if you still have unresolved issues.	
	4.5 Ask tutors to read lesson 4 and gather relevant materials before the next PD session.	4.5 Read lesson 4 and gather relevant materials before the next PD session.	

Age Level: JHS Name of Subject: Social Science

Year 4 Semester 2

Tutor PD Session for Lesson 4 in the Course Manual

SUBJECT: GEOGRAPHY

Lessons:

a. Atmospheric and Oceanic Circulations

b. Fertility

SUBJECT: HISTORY

Lessons:

a. Meaning of Culture II

b. External influences on indigenous science and technology (II)

SUBJECT: SOCIAL STUDIES

Lessons:

- a. Roles of key organs of the ECOWAS and AU
- b. Harnessing the potentials of the youth to meet the Sustainable Development Goals (SDGs)

SUBJECT: RME Lessons:

- a. Sexual Abuse I
- b. Goldman's (1965) Theory on 'Readiness for Religion'

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is	SL/HoDs will have to say	Session. What PD Session	
to be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the		session.	
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			

the	course			
ma	nual/s.			
1 Introduction to		1B	1B	20 mins
the	session	1.1 Ask tutors to share their	1.1 Share your experiences	
>	Review prior	experiences of PD Lesson 3	of PD Lesson 3 and show	
	learning	and show how they applied	how you applied the	
>	A critical friend	the activities, strategies and	activities and methods in	
	to share	methods in their lesson	your lesson (positives and	
	findings for a	(positives and challenges	challenges you encountered	
	short discussion	they encountered in the	in the classroom).	
	and lessons	classroom).		
	learned		Examples of anticipated	
>	Reading and	Examples of anticipated	challenges:	
	discussion of	challenges:	Use of ICT	
	the	Use of ICT	 How to integrate 	
	introductory	 How to integrate 	GESI and ICT in lesson	
	sections of the	GESI and ICT in lesson	delivery	
	lesson up to	delivery	 How to manage 	
	and including	How to manage large	large class size etc.	
	learning	class size	 Unstable internet 	
	outcomes and	• Unstable internet	connectivity	
	indicators	connectivity	 Power outages 	
>	Overview of	 Power outages 		
	content and		1.2 Two volunteers or	
	identification of		critical friends to give	
	any distinctive	1.2 Invite any two volunteers	feedback on your	
	aspects of the	or critical friends to give	observation of lesson 3.	
	lesson/s,	feedback on their		
	The guidance	observation of lesson 3.	1.3 Sit according to their	
	SL/HoD should		subject areas. i.e. History,	
	ntify, address	1.3 Ask tutors to sit	Geography, Social studies	
	d provide	according to their subject	and RME	
_	lanations for	areas. i.e. History,		
	areas where	Geography, Social studies	1.4 Read the introductory	
	ors might	and RME	part of lesson 4 of your	
	uire clarification	4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.	course manual including	
	an aspect of the	1.4 Ask tutors to read the	lesson description and	
	son. SL/HoD take	introductory part of lesson 4	student teachers' previous	
	dback to gauge	of each course in the course	knowledge silently.	
	derstanding and	manual including lesson		
	port tutor	description and student		
_	gagement.	teachers' previous	Evamples of lesses	
	SL/HoD should	knowledge silently.	Examples of lesson	
ask	tutors to plan		descriptions:	

for their teaching as they go through the PD session

Examples of lesson descriptions:

Geography (Population and Development):
The lesson discusses spatiotemporal variations in Africa. Student-teachers are introduced to components of Fertility, fertility measurements, Factors affecting fertility, and Control of fertility fariations in fertility.

History (History of Gender and Culture in Ghana):

This lesson seeks to introduce student teachers to what culture is and its implication to gender. How society in the precolonial era embraced gender issues and how colonialism influenced and reshaped gender based on its western culture.

Social Studies (Regional Integration and International Relations):

This lesson focuses on the roles of the key organs of **ECOWAS** and **AU**. It focuses on introducing student teachers to the various organs of both ECOWAS and AU as well as the roles/functions of the organs. The lesson focuses

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.

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.

on how to use the 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):

This lesson creates an opportunity for student-teachers to engage with resource persons to deliberate on sexual abuse. Using a seminar delivery mode, tutor will engage 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):

Student-teachers knowledge of atmospheric pressure and wind systems in biophysical environmental systems in the second year is relevant in understanding this lesson. Where this knowledge is lacking,

the tutor should give a brief introduction to it.

History (History of Science and Technology):

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 Science and Technology): From lesson 3 students teachers have prior knowledge of external influence on indigenous science and technology I.

Social Studies

Student teachers have been exposed to external influence on indigenous science and technology I in lesson 3.

Social Studies

(Youth and National Development):
Student teachers were assigned to read on the on the SDGs and how the potentials of the youth of Ghana can be harnessed to meet the Sustainable Development Goals (SDGs)

RME

(Theories of Religious and Moral Development): Student teachers have studied some religious development theories in their previous lessons.

1.5. Lead tutors to read out and brainstorm for the linkages between the lesson learning outcomes and learning indicators of lesson 4 of each course.

Examples of LOs and LIs:

Geography (Population and Development):

LO

(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 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 p. 20-22; 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

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.

LIS

 i. Describe the forms of sexual abuse prevalent in Ghanaian societies
 ii. Plan a seminar to educate students about sexual abuse Demonstrate understanding of sexual abuse as a social phenomenon.

LIS

- i. Describe the forms of sexual abuse prevalent in Ghanaian societies
 ii. Plan a seminar to educate students about sexual abuse
- 1.6 Ask participants to identify the distinctive features of lesson 4 of each course from the course manuals.

Geography (Physical Geography):

- i. Wind circulation in the atmosphere
- ii. Oceanic circulationiii. Air Circulation in theArtic, Antarctic, Atlantic,Pacific and Southern oceans)

History (History of Gender and Culture in Ghana):

- i. Difference between sex and gender
- ii. Gender roles in the Ghanaian context
- iii. Perceptions of gender roles over the years

Social Studies (The Youth and National Development):
i. Expectations of the Ghanaian populace from the youth

The meaning of SDG

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
- 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 SDGiii. 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

	iii. Ways the youth can	social	
	be harnessed to meet the	phenomenon	
	SDGs	ii. Role of RME in	
	iv. Teaching the basic	combating	
	school curriculum	immoral	
		behaviours the	
		society.	
	RME (Critical and Moral		
	Issues):		
	i. Understanding sexual		
	abuse as social phenomenon		
	ii. Role of RME in		
	combating immoral		
	behaviours in the society.		
AS this course is	1.7 Ask tutors to read pages	1.7 Read pages 114-118 of	
dealing with	114 to 118 of the year 3 STS	the year 3 STS manual on	
supporting and/ or	manual on professional	professional teaching	
assessing the	teaching portfolio.	portfolio.	
Professional			
Teaching Portfolio	1.8. Discuss ways through	1.8. Discuss ways through	
Development	which student teachers	which student teachers	
and/or the Action	could be assisted to build	could be assisted to build	
Research Project	their teaching portfolio.	their teaching portfolio.	
Report writing.		Eg. The content of	
Tutors should to be	Eg. The content of	Professional teaching	
provided with	Professional teaching	portfolio includes:	
guidance on what	portfolio includes:	1. Personal teaching	
to do including	1. Personal teaching	philosophy	
organisation of	philosophy	2. Students reflective	
Post Internship	2. Students reflective	journals	
Seminar.	journals	3. Samples of work the	
	3. Samples of work the	student teacher has graded,	
	student teacher has graded,	showing their comments.	
	showing their comments.	4. Link tutor's	
	4. Link tutor's	assessment comments	
	assessment comments		
	1.9 Ask tutors to read from	1.9 Read from pages 91-99	
	pages 91-99 of year 3 STS	of year 3 STS manual on	
	manual on Action Research	Action Research	
	1.10 Discuss with tutors how	1.10 Discuss how you will	
	to assist student teachers to	assist student teachers to	

write their reports on write their reports on classroom enquiry and classroom enquiry and action research that was action research that was carried out during first carried out during first semester of year 4 STS, semester of year 4 STS, Example: Example: Description of post Description of post intervention data collection intervention data collection Analysis and Analysis and discussion of post discussion of post intervention data collection intervention data collection Comparing post and Comparing post and pre-intervention results for pre-intervention results for interpretation interpretation Writing findings, 4. Writing findings, conclusions and conclusions and recommendation of the recommendation of the study study For each session 1.11 Discuss with tutors how 1.11 Discuss how you will remember this is to assist student teachers to assist student teachers to the final semester prepare for the world of prepare for the world of before Students work and entrepreneurship work and entrepreneurship begin teaching taking into consideration taking into consideration provide prompts to how to integrate GESI, CCI, how to integrate GESI, CCI, ICT as beginning teachers etc help support this ICT as beginning teachers transition for examples: etc planning and give examples: regard for GESI, 1. How to prepare for 1. How to prepare for CCI, ICT etc. the licensure examination. the licensure examination. How to manage How to manage placement issues. placement issues. 3. Community Community engagement engagement How to handle How to handle controversial issues controversial issues **GESI GESI** 5. Marginalised learners 5. Marginalised

are encouraged to work with

their peers.

learners are encouraged to

work with their peers.

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

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

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

2.1 Guide tutors to brainstorm the likely new concepts from 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): 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 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson one of each course.

Examples:

Geography (Physical Geography): Generally,

2.1 Brainstorm new likely concepts from lesson 4 of each course.

15 mins

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:

Geography(Physical Geography):

	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 sociocultural practices and its influence on gender.	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 sociocultural practices and its influence on gender.	
	Social Studies (The Youth and National Development): The misconception is that the youth are ignorant and lazy.	Social Studies (The Youth and National Development): The misconception is that	
		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.	RME (Critical and Moral Issues): Male student teachers might think of women as the only victims of sexual abuse.	
	2.3 Lead tutors to brainstorm the appropriate strategies to assist student teachers to appreciate these concepts and overcome the barriers. E.g. discussion activities, role play activities, etc.	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.	
3.Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 4.	3.1 Refer to the course manuals in your subject groups and discuss the teaching and learning activities for lesson 4.	40mins

Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification **Noting** opportunities for makingexplicit links to the Basic School Curriculum **Noting** opportunities for integrating: GESI responsiveness and ICT and 21stC skills

Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD

Resources: links to the existing PD

Examples:
Geography: (Physical
Geography):
Tutor introduces the lesson
to student teachers by
brainstorming the meaning
of temperature and heat

with them.

History (History of science and technology in Ghana): Tutor guides student teachers to discuss the state of Ghana's health sector at independence.

Social Studies: (Regional Integration and International Relations): Tutor facilitates student teachers' revision of previous lesson on core values and competences for diplomacy.

RME (Theories of Religious and Moral Development):

Tutor introduces lesson by putting student teachers into different ability groups to discuss the background to readiness for religion so as to promote a fuller understanding of the theory.

3.2 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion, e.g concept development and formation.

Examples:
Geography: (Physical
Geography):
Tutor introduces the lesson
to student teachers by
brainstorming the meaning
of temperature and heat

with them.

History (History of science and Technology in Ghana): Tutor guides student teachers to discuss the state of Ghana's health sector at independence

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RME (Theories of Religious and Moral Development):

Tutor introduces lesson by putting student teachers into different ability groups to discuss the background to readiness for religion so as to promote a fuller understanding of the theory.

3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion, eg concept formation and development.

Themes, for example, action research, questioning and to other external reference material:literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Tutors should be expected to have a plan for the next lesson for student teachers

3.3 Ask tutors to brainstorm 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 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 Ask tutors to discuss the teaching and learning activities and explain how they 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

- 3.3 Brainstorm to assist student teachers to appreciate these teaching and 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.
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- 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
- 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 Ask tutors refer to their course manuals in their subject groups to identify and discuss the continuous assessment opportunities in lesson 4 in line with the NTEAP.

Examples:

Geography: (Population and Development):

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
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- 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 economic, political and socio-cultural roles of both men and women.

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 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 4 of their various courses.

Examples:

Geography (Physical Geography): Course manual, maps and globe, YouTube videos, laptops, projectors etc

History(History of Science and Technology in Ghana): Primary data (pictures, videos/documentary,

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History(History of Gender and Culture in Ghana): Student teachers discuss how sex and gender differences played out on the economic, political and socio-cultural roles of both men and women.

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),	archival documents),	
	computers/ laptops, LCD etc.	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	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	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 Ask tutors to prepare a detailed plan for student teachers to ensure efficient and effective lesson delivery	3.7 Prepare a detailed plan for student teachers to ensure efficient and effective lesson delivery	
4.Evaluation and	4. 1 Ask tutors to reflect and	4. 1 Reflect and write down	15 mins
review of session:	write down the main themes	the main themes discussed	
Tutors should Identifying critical	discussed in the PD session.	in the PD session.	
friends to observe	4.2 Ask tutors to share their	4.2 Share your points with	
lessons and report	points with colleagues in	colleagues in your group	
at next session	their group and then with	and then with the larger	
Identifying and	the larger group.	group.	
addressing any			
outstanding issues	4. 3 Ask tutors to identify a	4. 3 Identify a critical friend	
relating to the	critical friend to observe	to observe your lessons and	
lesson/s for	their lessons and give	give feedback to you and	
clarification	feedback to them and report during PD session 5.	report during PD session 5.	

	4.4 Ask tutors to ask further	4.4 Ask further questions	
	questions for clarification if	for clarification if any.	
	there are still outstanding		
i	issues.		
	4.5 Remind tutors to read	4.5 Read lesson 5 from your	
	lesson 5 of their various	course manual for the next	
	course manuals and mobilize	PD session.	
	needed resources for the		
	next PD session		

Level: JHS Name of Subject: Social Sciences

Tutor PD Session for Lesson 5 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

- a. Physical Geography
 - lesson 5: Processes and landforms of water action I
- b. Population, Environment and Development
 - > Lesson 5 : Pop: Mortality

SUBJECT: HISTORY

Courses:

- c. History of Gender and culture in Ghana
 - Lesson 5: Gender in pre-colonial and colonial times I
- d. History of science and technology
 - Lesson 5: Indigenous industries and technology in Ghana (I)

SUBJECT: SOCIAL STUDIES

Courses:

- e. Regional integration and international relations
 - > Lesson 5 Roles of key organs of the CN and UN
- f. Youth and national development
 - Lesson 5: How the potentials of the youth can be harnessed for national development in Ghana

SUBJECT: RME

Courses:

- g. Critical and moral issues I
 - lesson 5: Sexual abuse:
- h. Theories of religious and moral development
 - lesson 5: Theories of moral development

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is	SL/HoDs will have to say	Session. What PD Session	
to be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the		session.	
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and			

addressed and specific reference should be made to the course manual/s.			
the session → Review prior learning → A critical friend to share	1.1 welcome tutors to the fifth PD session and ask each tutor to take a piece of paper and write down two key issues about the PD session 4 and how it was implemented in the classroom	1.1 Take a piece of paper and write down two key issues about the PD session 4 and how you implemented in the classroom	20 mins
and lessons learned Reading and discussion of the introductory sections of the lesson up to	1.2 Ask tutors to share their points with the group to discuss briefly the impact of the PD session 4 on their classroom activities of lesson 4 1.3 Ask tutors to sit in their subject based groups i.e.	1.2 Share your points with the group to discuss briefly the impact of the PD session 4 on your classroom activities of lesson 41.3 Sit in your subject based groups i.e. Geography,	
learning outcomes and indicators Overview of content and identification of outcomes and indicators	Geography, History, Social studies and RME. 1.4 Invite two volunteer critical friends to give reports on their observations of lesson 4 for a brief discussion	History, Social studies and RME. 1.4 Two volunteer critical friends should give reports on your observations of lesson 4 for a brief	
aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might	by the general house 1.5 Ask tutors to refer to their course manuals and read the introduction part of lesson 5 of each course including lesson description and student teachers' prior knowledge	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	

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

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

RME: (Theories of moral development):

In this lesson, student teachers will be exposed to different theories of moral

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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

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.

History: (History of science and technology)

have contemporary understanding indigenous industrial activities in precolonial Ghana

Social studies: (Youth and national development)

The student teachers are within their youth and have some potential that can be harnessed for national 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

development that seek to explain how young children and adolescents are able to do proper moral reasoning or acquire their moral behaviours.

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RME: (Theories of moral development):

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1.6. Ask tutors in their respective groups to discuss the lesson 5 lesson outcomes and indicators and relate them to the CLOs and the CLIs

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Geography: (Population, Environment and Development) LO

Demonstrate knowledge of causes and variations in mortality

LI

Student – Teachers outlines some of 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 precolonial 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

Geography: (Population, Environment and Development) LO

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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 Ask tutors to refer to lesson 5 of their course manuals to identify the distinctive features of each of the lessons.

Distinctive features:

Geography: (Physical Geography):

Drainage patterns of rivers Longitudinal profile of a river

History: (History of science and technology)

Indigenous industries

Products and relevance of indigenous industries in the Gold Coast.

Significance of indigenous industries in the Gold Coast.

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:

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Drainage patterns of rivers Longitudinal profile of a river

History: (History of science and technology)

Indigenous industries

Products and relevance of indigenous industries in the Gold Coast.

Significance of indigenous industries in the Gold Coast.

	Social studies: (Youth and	Social studies: (Youth and
	national development)	national development)
	What are Potentials do the Youth have?	What are Potentials do the Youth have?
	How the Potentials of the Youth can be Harnessed to Contribute to National Development	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	Teaching Selected Youth and National Development-related Content in the Basic school Social Studies curriculum
	RME: (Theories of moral development):	RME: (Theories of moral development):
	Description/Background of Freud's Psychoanalytic Theory of Moral Development	Description/Background of Freud's Psychoanalytic Theory of Moral Development
	Group Discussion of Parts of the Human Personality	Group Discussion of Parts of the Human Personality
	Educational implications of the theory	Educational implications of the theory
	Reflective Writing	Reflective Writing
As this course is	1.8 Ask tutors to refer to	1.8 Refer to pages 114 to
dealing with	pages 114 to 118 of the year	118 of the year 3 STS
supporting and or	3 STS manual on professional	manual on professional
assessing the	teaching portfolio.	teaching portfolio.
Professional Translation Basifulia	4.0 Dia - 111 - 1	40 8:
Teaching Portfolio	1.9. Discuss with tutors ways	1.9. Discuss ways through
Development or the Classroom	through which student teachers could be assisted to	which student teachers could be assisted to build
Enquiry and Action	build their teaching	their teaching portfolio.
Research Project	portfolio.	then teaching portions.
Report writing.		
Tutors should be		
provided with		
p.oriaca midi		

guidance on what to do including organization of Post Internship Seminar.

Eg. The content of Professional teaching portfolio includes:

- Written Personal teaching philosophy
- ✓ Lesson plans
- ✓ Honours and awards received
- ✓ Student teachers reflective journals
- ✓ Samples of work the student teacher has graded, showing their comments.
- ✓ Link tutor's assessment comments
- ✓ Print out of semester results
- 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 with tutors 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:

- Description of post intervention data collection
- Analysis and discussion of post intervention data collection
- Comparing post and preintervention results for interpretation

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.
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Example:

- Description of post intervention data collection
- ii. Analysis and discussion of post intervention data collection
- iii. Comparing post and pre-intervention results for interpretation

- ✓ Writing findings, conclusions and recommendation of the study
- How to organize the report of the action research including abstract, dedication, referencing etc
- 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 the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

- 1.12 Discuss with tutors how to 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
 - ✓ How to build confidence and adaptive strategies to cope with the new environment
 - ✓ The need for honesty, trust worthiness and integrity

GESI

✓ Assign leadership roles to males, females and people with different forms of disabilities in groups.

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✓ 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, they should take feedback to gauge understanding and support tutor engagement.

2.1 Ask tutors to shower thought in their subject based groups to bring out the concepts that are to be developed or learned in the lesson 5 of each of the courses

Examples of Concepts:

Geography: (Physical Geography)

processes
Drainage patterns
Longitudinal profile
River transportation
River erosion

History: (History of science and 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 Leads participants to discuss the potential barriers likely to affect the teaching

2.1 Shower thought in your subject based groups to bring out the concepts that are to be developed or learned in the lesson 5 of your courses

15 mins

Examples of Concepts:

Geography: Physical Geography)

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Drainage patterns
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Youth
National development
Youth development
Youth potential

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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

and learning of these concepts in each of the course areas these concepts in each of the course areas

Examples barriers:

examples parriers:

Geography: (Population, Environment and Development)

large class sizes and unstable internet 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.

- 2.3 Lead tutors to brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:
- Use of smaller group discussion to ensure effective participation on the role of the

Examples barriers:

Geography: (Population, Environment and Development)

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		intornational	intounational	
		international	international	
		organization	organization	
		ii. Debates on the positives	ii. Debates on the positives	
		and negatives of	and negatives of	
		international	international	
		organizations	organizations	
		iii. YouTube videos on sexual	iii. YouTube videos on	
		abuse victims and	sexual abuse victims and	
		perpetrators, etc	perpetrators, etc	
3.Plan	ning for	3.1 Ask tutors to refer to	3.1 Refer to your course	40mins
teachi	ng, learning	their respective course	manual and discuss the	
and as	sessment	manuals in their subject	teaching and learning	
activit	ies for the	groups and discuss the	activities of lesson 5	
lesson	/s	teaching and learning		
>	Reading and	activities of lesson 5 of each		
	discussion	course.		
	of the		Examples:	
	teaching	Examples:	Geography: (Physical	
	and learning	Geography: (Physical	Geography)	
	activities	Geography)	Tutor guide student	
>	Noting,	Tutor guide student teachers	teachers to identifies and	
	addressing,	to identifies and describes	describes the various types	
	and	the various types of drainage	of drainage pattern	
		1	oj aramage pattern	
	explaining	pattern	History / History of science	
	areas where	History (History of salays)	History: (History of science	
	tutors may	History: (History of science	and technology)	
	require	and technology)		
	clarification		In groups, tutor guides	
		In groups, tutor guides	student teachers to present	
		student teachers to present	on the processes involved	
	Noting	on the processes involved in	in various indigenous	
	opportuniti	various indigenous industries	industries in pre-colonial	
	es for	in pre-colonial Ghana. (Soap	Ghana. (Soap Making, Bead	
	making	Making, Bead Making,	Making, Pottery, Basketry,	
	explicit	Pottery, Basketry, Gold	Gold Mining, Salt Mining)	
	<i>links</i> to the	Mining, Salt Mining)		
	Basic School		Social Studies: (Youth and	
	Curriculum		national development)	
>	Noting	Social Studies: (Youth and	Tutor in collaboration with	
	opportuniti	national development)	student teachers identify	
	es for	Tutor in collaboration with	and invite a resource	
	integrating:	student teachers identify and	person from the	
	GESI	invite a resource person from	district/regional/national	
	responsiven	the district/regional/national	NCCE office, or the MMDAs	
	. copondiven	and district, regional, national		1

- ess and ICT and 21stC skills
- Reading, discussion, and identificatio n of continuous assessment opportuniti es in the lesson. Each lesson should include at least two opportuniti es 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,

NCCE office, or the MMDAs who is an expert in youth and national development issues to give a talk in the next lesson on the topic

RME: (Theories of moral development)
Group Presentations: Tutor assigns student teachers to groups to search for how the theory' influence teaching of RME and write detailed reports on their findings.

- 3.2 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- 3.3 Ask tutors to 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 Guide tutors to discuss the teaching and learning activities in lesson 5 and explain how they will integrate issues of GESI, ICT

who is an expert in youth and national development issues to give a talk in the next lesson on the topic

RME :(Theories of moral development)

Group Presentations: Tutor assigns student teachers to groups to search for how the theory' influence teaching of RME and write detailed reports on their findings

- 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 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 21st

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

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

and the 21st Century Skills in their lessons.

Examples: GESI

- a. Tutors need to pay special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.
- 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.

21st Century Skills

- a. Use of smart phones and PowerPoint presentations help to develop:
- b. digital literacy skills
- c. Innovation and creativity skills

Century Skills in your lessons.

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21st 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:

- ✓ communication and Collaboration skills
- ✓ Leadership and personal development
- Critical thinking and problem-solving skills
- 3.5 Ask tutors in their subject groups to identify and discuss the continuous assessment opportunities in lesson 5 of their respective courses 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 precolonial and colonial times

Social Studies: (Regional integration and international relations)
Group report/presentation and concept map on the

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 5 of your course in line with the NTEAP.

Examples Geography: (Population, Environment and Development)

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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 Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 5 of their various courses.

Examples Resources:

Geography:

Course manual
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,

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:

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,

	1	T	1
	Braille, Scanner and	Braille, Scanner and	
	Embosser Sign language	Embosser Sign language	
	(Resource Person). internet	(Resource Person). internet	
	facility, laptop computer/PCs	facility, laptop	
		computer/PCs	
	RME:	RME:	
	Lat tops, projectors, smart	Lat tops, projectors, smart	
	phones, audio-visual	phones, audio-visual	
	materials, flip chart	materials, flip chart	
		, , ,	
	Note: Do develop an	Note: Do develop an	
	effective plan for the lesson	effective plan for the	
	to ensure efficient delivery	lesson to ensure efficient	
	in the classroom.	delivery in the classroom	
4. Evaluation and	4. 1 Ask each tutor to reflect	4. 1 Reflect and write down	15 mins
review of session:	and write down two key	two key things discussed in	
> Tutors should	things discussed in the PD	the PD session.	
Identifying	session.		
critical friends			
to observe	4.2 Ask participants to share	4.2 Share your points with	
lessons and	their points with colleagues	colleagues in your groups	
report at next	in their groups and then with	and then with the larger	
session	the larger group.	group.	
Identifying and	the larger group.	B. 545.	
addressing any	4. 3 Ask tutors to identify a	4. 3 Identify a critical friend	
outstanding	critical friend to observe	to observe your lesson and	
issues relating	their lessons and give	give feedback to you and	
to the lesson/s	feedback to them and report	report during PD session 6.	
for clarification	1	report during FD session 6.	
ioi cialilication	during PD session 6.		
	4.4 Ask tutors to ask further	1 1 Ask further questions	
		4.4 Ask further questions	
	questions for clarification if there are still unresolved	for clarification if you still have unresolved issues.	
		nave unresolved issues.	
	issues.		
	4. F. Ask tutows to read least a	4.5 Read lesson 6 and	
	4.5 Ask tutors to read lesson		
	6 and gather relevant	gather relevant materials	
	materials before the next PD	before the next PD session.	
	session.		

Level: JHS Name of Subject: Social science

Tutor PD Session for Lesson 6 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

- c. Physical Geography (Lesson 6: Processes and Landforms of water action II)
- d. Population and Development (Lesson 6: Migration)

SUBJECT: HISTORY

Courses:

- e. History of Gender and culture in Ghana (Lesson 6: Gender in pre-colonial and colonial times)
- f. History of science and technology (Lesson 6: Indigenous industries and Technology in Ghana (II): Mining)

SUBJECT: SOCIAL STUDIES

Courses:

- e. Regional integration and international relations (Lesson 6: The Accomplishments of ECOWAS and AU to date)
- f. Youth and national development (Lesson 6: Misconceptions about the role of the youth and how these affect their contribution to national development)

SUBJECT: RME

Courses:

- i. Critical and moral issues I (Lesson 6: Homosexuality)
- j. Theories of religious and moral development (Lesson 6: B. F. Skinner Social learning theory of moral development · Albert Bandura Social Learning theory of moral development)

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			

1 Introduction to the session

- Review prior learning
- A critical friend to share findings for a short discussion and lessons learned
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

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

session

- 1.1 Ask tutors to reflect on lesson 5 of the previous PD session and point out the activities, 21st century skills and resources discussed and explain how they used them in their lessons.
- 1.2 Ask tutors to share with their colleagues the successes and challenges in using the activities and the ICT tool(s) discussed in the previous PD session in their lesson(s).
- 1.3 Using think-pair-share technique, invite a critical friend to share findings and lessons learned from teaching lesson 5 with the larger group.
- 1.4 Ask tutors to read and discuss the introductory sections of the lesson 6 taking into consideration the Learning Outcomes (LOs) and Learning Indicators (LOs).

Examples

Geography (Physical Geography)

LO:

Demonstrate knowledge on landforms of water action

LI:
Identify landforms of water
action in the environment
and maps

1.1 Reflect on lesson 5 of the previous PD session and point out the activities, 21st century skills and resources discussed and explain how you used them in your lessons.

20 mins

- 1.2 Share with your colleagues the successes and challenges in using the activities and the ICT tool(s) discussed in the previous PD session in your lesson(s).
- 1.3 Share your findings and lessons learned from teaching lesson 5 with your larger group.
- 1.4 Read and discuss the introductory sections of lesson 6 taking into consideration the Learning Outcomes (Los) and Learning Indicators (Lis).

Examples

Geography (Physical Geography)

LO: Demonstrate knowledge on landforms of water action

LI: Identify landforms of water action in the environment and maps

History (History of Gender and culture in Ghana)

LO: Exhibit understanding of what gender issues were in colonial times.
LI: Explain Gender roles in pre-colonial times

Social Studies (Regional integration and international relations)

Demonstrate knowledge and understanding of the of the accomplishments of ECOWAS as a regional body in line with its objectives

LIs:

- Identify and explain the objectives of ECOWAS and AU
- ii. Examine the accomplishments of ECOCOWAS AND AU

RMS

(Critical and moral issues I)
LO: Demonstrate knowledge
of concepts associated with
LGBTQ

LI: Explain the terms Lesbian, Gay, bisexual, transgender, queer

1.5 Ask tutors to identify and discuss the distinctive features of their lessons in the course manual.

History (History (History of Gender and culture in Ghana)

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RMS (Critical and moral issues I)

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LI: Explain the terms Lesbian, Gay, bisexual, transgender, queer

1.5 Identify and discuss the distinctive features of your lesson in the course manual.

	For example	For example	
	Geography (Population and	Geography (Population	
	Development):	and Development):	
	Meaning and characteristics	Meaning and	
	of migration	characteristics of	
		migration	
	History (History of science	History (History of	
	and technology):	science and technology):	
	Ghana's mining landscape	Ghana's mining	
	from the from the 19th	landscape from the from	
	century to the end of	the 19th century to the	
	colonial rule.	end of colonial rule.	
	Social studies (Youth and	Social studies (Youth and	
	national development):	national development):	
	Misconceptions about the	Misconceptions about the	
	role of the youth in national	role of the youth in	
	development	national development	
	·	·	
	RME (Theories of religious	RME (Theories of	
	and moral development):	religious and moral	
	Background of the Social	development):	
	Learning (Behaviouristic)	Background of the Social	
	Theories of Moral	Learning (Behaviouristic)	
	Development by Skinner and	Theories of Moral	
	Bandura	Development by Skinner	
		and Bandura	
As this course is	1.6 Using talk for learning,	1.6 Using talk for	
dealing with	ask tutors to read pages 114	learning, ask tutors to	
supporting and/or	to 118 of year 3 STS manual	read pages 114 to 118 of	
assessing the	on professional teaching	year 3 STS manual on	
Professional Teaching	portfolio and discuss how	professional teaching	
Portfolio	they can support student	portfolio and discuss how	
Development and	teachers to develop their	they can support student	
Classroom Enquiry	Professional Teaching	teachers to develop their	
and/or Action	Portfolio, and state its	Professional Teaching	
Research Project	importance.	Portfolio, and state its	
Report writing. Tutors		importance.	
should be provided			
with guidance on	NB: The content of	NB: The content of	
what to do including	Professional teaching	Professional teaching	
organisation of Post	portfolio includes:	portfolio includes:	
Internship Seminar.			

- 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

- 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.

- vii. Profile
- viii. Career objectives
- ix. Educational qualifications
- x. Wider school
 artefacts
 (Trophies,
 Certificates,
 Pictures of event),
- xi. Personal teaching philosophy
- xii. Students reflective journals (SRJ)

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- 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:	Example:	
	i. Identify problem(s)	i. Identify problem(s)	
	regarding teaching	regarding teaching	
	and learning	and learning	
	interaction	interaction	
	ii. Collect data to justify	ii. Collect data to	
	identified problem	justify identified	
	iii. Use simple descriptive	problem	
	analysis to analyse	iii. Use simple	
	data collected and use	descriptive analysis	
	appropriate ICT tools	to analyse data	
	to structure findings	collected and use	
	iv. Propose solution to the	appropriate ICT tools	
	identified problem in a	to structure findings	
	brief report. (NTS 3b)	iv. Propose solution to	
		the identified	
		problem in a brief	
		report. (NTS 3b)	
	Writing a report on	Writing a report on	
	classroom enquiry and	classroom enquiry and	
	action research	action research	
	i. Description of post	i. Description of post	
	intervention data	intervention data	
	collection	collection	
	ii. Analysis and	ii. Analysis and	
	discussion of post	discussion of post	
	intervention data	intervention data	
	collection	collection	
	iii. Comparing post and	iii. Comparing post	
	pre-intervention	and pre-	
	results for	intervention	
	interpretation	results for	
	iv. Writing findings,	interpretation	
	conclusions and	iv. Writing findings,	
	recommendation of	conclusions and	
	the study	recommendation	
		of the study	
	NB: Refer to pages 91-	NB: Refer to pages 91-99	
	99 of year 3 STS manual	of year 3 STS manual on	
	on Action Research	Action Research	
For each session	1.8 Through discussion ask	1.8 Through discussion	
remember this is the	tutor to explain how to help	ask tutor to explain how	
final semester before	student teachers plan for	to help student teachers	

Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc. the world of work not forgetting the integration of GESI, CCI, ICT etc. as 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 renew their
 licences.
- iii. Planning how to engage in community work and handle controversial issues

GESI

- i. In planning you must teaching 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,

plan for the world of work not forgetting the integration of GESI, CCI, ICT etc. as 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 renew their licences.
- iii. Planning how to engage in community work and handle controversial issues

GESI

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- ii. Watch for indications of bullying, sexual harassment, adolescent

	T		
	pregnancy, peer	hormonal	
	pressure, among	upheavals, the	
	others.	impact of HIV/	
		AIDS, pregnancy,	
		peer pressure,	
		among others.	
2 Concept	2.1 Using think-pair-share,	2.1 Using think-pair-	15 mins
Development (New	ask participants to identify	share, ask participants to	
learning likely to arise	key concepts in lesson 6 of	identify key concepts in	
in lesson/s):	their courses.	lesson 6 of their courses.	
Identification and			
discussion of new	Example of key concepts	Example of key concepts	
learning, potential	Geography (Physical	Geography (Physical	
barriers to	geography):	geography):	
learning for	Landforms, water action,	Landforms, water action,	
student teachers	fluvial processes, mapping	fluvial processes,	
or students, new	, , , , , , , , , , , , , , , , , , , ,	mapping	
concepts or		,, 3	
pedagogy being	History (History of Gender	History (History of	
introduced in the	and culture in Ghana):	Gender and culture in	
lesson, which	Socio-cultural space, gender	Ghana): Socio-cultural	
need to be	roles, gender discrimination,	space, gender roles,	
explored with the	pre-colonial time, gender	gender discrimination,	
SL/HoD	inequality	pre-colonial time, gender	
NB The guidance for	, ,	inequality	
SL/HoD should set out		, ,	
what they need to do	Social Studies (Regional	Social Studies (Regional	
to introduce and	integration and	integration and	
explain the issues/s	international relations):	international relations):	
with tutors, they	ECOWAS, AU, regional body,	ECOWAS, AU, regional	
should take feedback	basic school curriculum	body, basic school	
to gauge		curriculum	
understanding and			
support tutor	RME (Critical and moral	RME (Critical and moral	
engagement.	issues I): Lesbian, Gay,	issues I): Lesbian, Gay,	
	bisexual, transgender, queer	bisexual, transgender,	
	(LGBTQ)	queer (LGBTQ)	
	Socio-cultural	Socio-cultural	
	2.2 Using small group	2.2 Using small group	
	discussion, ask tutors to	discussion, ask tutors to	
	state some potential	state some potential	
	barriers to the teaching and	barriers to the teaching	
	Sarriers to the teaching and	Darriers to the teaching	<u> </u>

learning of lesson 6 of their course manual.

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.

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.

Social Studies (Regional integration and international relations): Misconceptions about the impact of ECOWAS and AU

RME (Critical and moral issues I):

Students with entrenched opinions might struggle to appreciate why the need to learn about homosexuality

2.3 Using talk for learning, ask tutors to discuss appropriate strategies to assist student teachers to overcome the barriers to

and learning of lesson 6 of their course manual.

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.

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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.

	the leave at leave Caf		
	the learning of lesson 6 of		
	their course manual.		
	Evample	Evenente	
	Example	Example	
	i. Using groups discussion overcome	iii. Using groups discussion	
	the challenge of little	overcome the	
	knowledge of	challenge of little	
	student teachers in	knowledge of student teachers	
	ICT in geography, ii. Student teachers	in ICT in	
		_	
	with entrenched	geography,	
	opinions on	iv. Student teachers with entrenched	
	homosexuality needs to be educated on its	opinions on	
	negative effects in	homosexuality	
	society in order to	needs to be	
	prevent it.	educated on its	
	prevent it.	negative effects in	
		society in order to	
		prevent it.	
3.Planning for	3.1 Ask tutors to read from	3.1 Read from their	40 mins
teaching, learning	their course manuals the	course manuals the	40 111113
and assessment	teaching and learning	teaching and learning	
activities for the	activities and discuss how	activities and discuss how	
lesson/s	they are to be used to teach	they are to be used to	
Reading and	lesson 6 of their courses.	teach lesson 6 of their	
discussion of		courses.	
the teaching			
and learning	Example	Example	
activities	Geography:	Geography:	
Noting,	Discussion, brainstorming,	Discussion,	
addressing,	question and answer etc.	brainstorming, question	
and explaining		and answer etc.	
areas where			
tutors may	Brainstorming can be used	Brainstorming can be	
require	to teach concepts like the	used to teach concepts	
clarification	solar system in geography.	like the solar system in	
Noting		geography.	
opportunities			
for making	History:	History:	
explicit links to	Discussion, lecture, think,	Discussion, lecture, think,	
the Basic	pair share should be used in	pair share should be used	
	facilitating lessons, e-	in facilitating lessons, e-	

- 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:

learning opportunities – Videos from YouTube, seminars independent study, practical activity

Social Studies:

shower thoughts, concept map, group activity

RME:

Practical activity, workbased leaning, seminars, independent study, elearning opportunities, practicum

3.2 Using think-pair-share ask tutors to identify the teaching and learning activities that may require further clarification.

For example

- i. E-learning
 opportunities Videos
 from YouTube in
 history, geography,
 social studies and RME
- ii. Shower thought in social studies and geography
- iii. Concept mapping in geography, history, RME and social studies.
- 3.3 Ask tutors to discuss how they can guide student teachers to use the teaching and learning activities in their course manuals to teach the basic school curriculum.

learning opportunities – Videos from YouTube, seminars independent study, practical activity

Social Studies:

shower thoughts, concept map, group activity

RME:

Practical activity, workbased leaning, seminars, independent study, elearning opportunities, practicum

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For example

- i. E-learning
 opportunities –
 Videos from
 YouTube in history,
 geography, social
 studies and RME
- ii. Shower thought in social studies and 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.

- 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

For example

- 1. E-learning opportunities:
 - 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 Using questions and answer technique ask tutors to demonstrate how to integrate GESI responsiveness, ICT and 21st Century skills in their 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

i. 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.

For example

- 1. E-learning opportunities:
 - Demonstrating how to prepare PowerPoint to teach topics in their lessons
 - ii. DownloadingVideos fromYouTube to teachconcepts
- 2. Demonstrate how to employ work-based leaning to ensure child-centred learning.
- 3.4 Demonstrate how to integrate GESI responsiveness, ICT and 21st 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

i. ensuring that
Gender equality,
respect for
diversity and
inclusivity are
addressed by
giving opportunity
to studentteachers to
examine the
various

- ii. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, pregnancy, peer pressure, among others.
- iii. 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
- iv. Support to students with learning disabilities.

- perspectives of teaching and assessment.
- ii. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/AIDS, pregnancy, peer pressure, among others.
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- iv. Support to students with learning disabilities.

ICT

ICT tools that can be used in teaching and learning:

- Projector, desktop and laptops computers for PowerPoint presentation,
- Digital cameras for taking photographs
- 3. Printer, tablets, Pen Drive, iPad,

ICT

ICT tools that can be used in teaching and learning:

- Projector, desktop and laptops computers for PowerPoint presentation,
- 2. Digital cameras for taking photographs

Scanners, Microphones, DVDs and CDs Flash discs, video Games etc. 3. Printer, tablets,
Pen Drive, iPad,
Scanners,
Microphones,
DVDs and CDs
Flash discs, video
Games etc.

21st 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 Ask tutors to read from their course manuals and discuss the continues assessment opportunities of their lessons.

Example Geography (Population and Development)

1. Student-teachers make a group presentation on meaning, characteristics and types of migration for assessing enquiry, creativity,

21st Century skills

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- 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

and collaborations skills. NTS; 1a 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.

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
- 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.

collaborations skills. NTS; 1a 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.

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- 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.

Example Geography

i. Course manual,
 Maps and Physical
 models, YouTube
 videos, Flip Charts,
 audio visual aids

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

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
- ii. Posters depicting the contributions of AU
- iii. Brailler, Scanner and Embosser Sign language (Resource Person).
- iv. internet facility,laptopcomputer/PCs,Smartphones

Social Studies

i. Audio-visual Equipment and Video clips on the achievements of ECOWAS ii. 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

RME

YouTube videos, Flip Charts, audio visual aids internet facility, laptop computer/PCs, Smartphones

		I	
	3.7 Using questions and	3.7 Ask tutors to explain	
	answer technique, ask	how they will plan for the	
	tutors to explain how they	next lesson.	
	will plan for the next lesson.		
	For example	For example	
	i. preparation of	i. preparation of	
	teaching learning	teaching learning	
	resources	resources	
	ii. writhing of	ii. writhing of	
	proforma.	proforma.	
	iii. Using PowerPoint to	iii. Using PowerPoint	
	prepare lessons	to prepare lessons	
4. Evaluation and	4.1 Ask tutors to identify	4.1 Identify critical friends	15 mins
review of session:	critical friends to observe	to observe your lessons	
Tutors should	their lessons and report at	and report at the next PD	
Identifying critical	the next PD session.	session.	
friends to observe			
lessons and	4.2 Ask tutors to identify	4.2 Identify and address	
report at next	and address any	any outstanding issues	
session	outstanding issues relating	relating to lesson 6 for	
Identifying and	to lesson 6 for further	further clarification.	
addressing any	clarification.		
outstanding			
issues relating to	4.3 Remind tutors to read	4.3 Remember to read	
the lesson/s for	lesson 7 from their course	lesson 7 from your course	
clarification	manuals in advance before	manual in advance before	
	the next PD session.	the next PD session.	
	1	l .	

Tutor PD Session 7

Level: JHS Name of Subject: Social Science

Tutor PD Session for Lesson 7 in the course Manual

SUBJECT: GEOGRAPHY

Courses:

- a) Physical Geography: (Lesson 7: Wind/Aeolian Processes and Landforms in Deserts)
- b) Population, Environment and Development: (Lesson 7: Urbanization)

SUBJECT: HISTORY

Courses:

- a) History of Gender and Culture in Ghana: (Lesson 7: Gender and Intersectionality)
- b) History of Science and Technology: (Lesson 7: Science and Technology in Ghana's Agricultural Development)

SUBJECT: SOCIAL STUDIES

Courses:

- a) Regional Integration and International Relations: (Lesson 7: The Accomplishments CN and UN to Date)
- b) Youth and National Development: (Lesson 7: Needs of the Youth and how they can Prepare themselves for Effective Contributions to National Development)

SUBJECT: RME

Courses:

- a) Critical and Moral Issues I: (Lesson 7: Morality and Environment)
- b) Theories of Religious and Moral Development: (Lesson 7: Cognitive Theories of Moral Development)

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			

should be made to			
the course manual/s.			
1 Introduction to the	1.1 Ask tutors to review	1 1 Poviou the provious	20 mins
session		v 1.1 Review the previous PD session and reflect	20 1111115
	the previous PD		
Review prior	session and reflect	on the successes and	
learning	on the successes	challenges with regard	
A critical friend to	and challenges with	-	
share findings for	regard to its	and share with the	
a short discussion	implementation an	d group.	
and lessons	share with the		
learned	group.		
Reading and		Examples of Anticipated	
discussion of the	Examples of Anticipated	Challenges	
introductory	Challenges	i. The use of ICT tools	
sections of the	i. The use of ICT tools	ii. Unstable internet	
lesson up to and	ii. Unstable internet	connectivity	
including learning	connectivity	iii. The integration of	
outcomes and	iii. The integration of	GESI in lesson delivery	
indicators	GESI in lesson deliver	у	
Overview of			
content and	1.2 Ask a critical friend	1.2 A critical friend who	
identification of	who sat in lesson s	x sat in lesson six class	
any distinctive	class to share his o	r should share his or	
aspects of the	her findings with th	ne her findings with the	
lesson/s,	group.	group.	
NB The guidance for			
SL/HoD should	1.3 Ask tutors to read	1.3 Read the introductory	
identify, address and	the introductory	part of lesson 7 of	
provide explanations	part of lesson 7 of	your course including	
for any areas where	each course	lesson description to	
tutors might require	including lesson	learning outcomes	
clarification on an	description to	and indicators.	
aspect of the lesson.	learning outcomes		
SL/HoD take feedback	and indicators.		
to gauge			
understanding and	Examples of Lesson	Examples of Lesson	
support tutor	Descriptions of Lesson 7	Descriptions of Lesson	
engagement.			
NB SL/HoD should ask	Geography: (Physical	Geography: (Physical	
tutors to plan for their	Geography): The lesson	Geography): The lesson	
teaching as they go	gives the student-teacher's		
through the PD	knowledge on the activitie	_	
session	of wind in shaping desert	the activities of wind in	
	landscapes. It covers the	shaping desert	

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 has 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

landscapes. It covers the processes of wind erosion, transportation, types of deserts landscapes and landforms of wind activities

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problems first-hand, and report about them.

Examples of Prior
Knowledge of Lesson 7
Geography: (Population,
Environment and
Development): It is
assumed that studentteachers have previous
knowledge on migration.

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.

witness environmental problems first-hand, and report about them.

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Student teachers have been taken through religious development and some other

They might have also experienced various theories of religious development as religious practitioners.

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

Examples of LOs and LIs in Lesson 7

Geography: (Physical Geography):

Demonstrate knowledge of the processes of wind erosion transportation in the desert.

Geography: (Physical Geography): LO

Demonstrate knowledge of the processes of wind erosion and transportation in the desert.

LI

Explain 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): LO

Appreciate the nature of agrarian science and technology in pre-colonial Ghana

History: (History of Arts, Science and Technology): LO

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

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. 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

- Describe environmental problems in your society.
- ii. Create a digital report of your community's environmental problems.
- 1.4 Ask tutors to identify the distinctive features

Social Studies: (Regional Integration and International Relations): LO

Demonstrate knowledge and understanding of the accomplishments of CN in line with its objectives

LI

- 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

- i. Describe environmental problems in your society.
- ii. Create a digital report of your community's environmental problems.
- 1.4 Identify the distinctive features of lesson 7 of

of lesson 7 of each course from the course manuals.

your course from your course manual.

Examples of Distinctive Features of Lesson 7

Geography: (Population,

Environment and Development):

- i. Drivers of Urbanization.
- ii. Theories of Urbanization

History: (History of Gender and Culture in Ghana):

- i. Class, ethnicity, disability, age, religion and politics.
- ii. Gender,
 Patriarchy and
 ideas of
 inequality.

Social Studies: (Youth and National Development):

- i. The environment the youth find themselves in Ghana.
- ii. Meeting the needs of the youth.

RME: (Theories of Religious and Moral Development):

i. Background to Piaget's Moral

Examples of Distinctive Features of Lesson 7

Geography: (Population, Environment and Development):

- Drivers of Urbanization.
- ii. Theories of Urbanization

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RME: (Theories of Religious and Moral Development):

i. Background to Piaget's Moral

	Davidania	Dovelonment
	Development The arm	Development The arms
	Theory	Theory
	ii. Features of the	ii. Features of the
	three stages of	three stages of
	Piaget's theory.	Piaget's
		theory.
As this course is	1.5 Ask tutors to refer to	1.5 Refer to pages
dealing with	pages 114-118 of the	114- 118 of the
supporting and or	Year 3 STS manual on	Year 3 STS manual
assessing the	professional teaching	on professional
Professional Teaching	portfolio.	teaching portfolio.
Portfolio	por tronor	coorming portroller
Development and/or	1.6 Discuss ways through	1.6 Discuss ways
Classroom Enquiry	which student teachers	through which
and Action Research	could be assisted to	student teachers
		could be assisted
Project Report	build their teaching	
writing, tutors should	portfolio.	to build their
to be provided with		teaching portfolio.
guidance on what to	,	
do including	E.g., The content of	E.g., The content of
organisation of Post	Professional teaching	Professional teaching
Internship Seminar.	portfolio includes:	portfolio includes:
	i. Personal	i. Personal teaching
	teaching	philosophy
	philosophy	ii. Student reflective
	ii. Student	journals
	reflective	iii. Samples of work
	journals	the student teacher
	iii. Samples of work	has graded,
	the student	showing their
	teacher has	comments.
	graded, showing	iv. Link tutor's
	their comments.	assessment
	iv. Link tutor's	comments
		Comments
	assessment	
	comments	1.7. Ask to the marks we set
	1.7 Ask tutors to read from	1.7 Ask tutors to read
	pages 91-99 of year 3	from pages 91-99 of
	STS manual on Action	year 3 STS manual on
	Research and identify	Action Research and
	the various components	identify the various
	of an AR.	components of an AR.

1.8 Discuss with tutors 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.

1.8 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
- ii. Analysis and discussion of post intervention data collection
- iii. Comparing post and preintervention results for interpretation
- iv. Writing findings, conclusions and recommendation of the study.

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- Description of post intervention data collection
- ii. Analysis and discussion of post intervention data collection
- iii. Comparing post and preintervention results for interpretation
- iv. Writing findings, conclusions and recommendation of the study.

For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.9 Discuss with tutors how to assist student teachers to prepare for the world of work taking into consideration how to integrate GESI, CCI, ICT etc. as beginning teachers.

Examples:

- i. How to prepare for the licensure examination.
- ii. How to manage placement issues.
- iii. Community engagement

1.9 Assist student teachers to prepare for the world of work taking into consideration how to integrate GESI, CCI, ICT etc. as beginning teachers.

Examples:

i. How to prepare for the licensure examination.

iv. How to handle controversial issues	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.	GESI Assign leadership roles to males, females and people with different forms of disabilities in groups.	
2.1 Ask tutors to brainstorm	2.1 Brainstorm the likely	15 mins
the likely new concepts	new concepts from	
from lesson 7 of each	lesson 7 of your	
course.	course.	
Examples of New Concepts:	Examples of New Concepts:	
Geography: (Physical	Geography: (Physical	
Geography):	Geography):	
i. Spatial locations,	i. Spatial locations,	
ii. Wind erosion	ii. Wind erosion	
	_ ,	
	1	
•	_	
ii. i ecnnology		
	ii. rechnology	
Social Studies: (Penional	Social Studios: (Ponional	
• •		
_		
memudaan neuduung.	micinational Relations.	
	GESI Assign leadership roles to males, females and people with different forms of disabilities in groups. 2.1 Ask tutors to brainstorm the likely new concepts from lesson 7 of each course. Examples of New Concepts: Geography: (Physical Geography): i. Spatial locations,	controversial issues placement issues. iii. Community engagement iv. How to handle controversial issues Assign leadership roles to males, females and people with different forms of disabilities in groups. 2.1 Ask tutors to brainstorm the likely new concepts from lesson 7 of each course. Examples of New Concepts: Examples of New Concepts: Geography: i. Spatial locations, ii. Wind erosion History: (History of Arts, Science and Technology):

with tutors, they	i.	ECOWAS, UN	i.	ECOWAS
should take feedback		and CN		and UN CN
to gauge	ii.	Accomplishment	ii.	Accomplish
understanding and		S		ments
support tutor				
engagement.		ritical and Moral	1	ical and Moral
	Issue):		Issue):	
	•	Faringanantal		Facility
	i.	Environmental	i.	Environmental
	ii.	degradation	ii.	degradation
	11.	Morality	11.	Morality
	2.2 Ask t	tutors in their	2.2 In vour	subject area,
		ect areas to identify	-	y possible
	_	ible barriers to the		s to the
		hing and learning of		ng and learning
		on seven of each		on 7 of your
	cour	se.	course	
	1	es Possible Barriers	_	of Possible
				_
	in Lesso	n 7	Barriers in	Lesson 7
		n 7 ohy: (Population,		Lesson 7 y: (Population,
	Geograp			y: (Population,
	Geograp	ohy: (Population, ment and	Geograph	y: (Population, ent and
	Geograp Environi Develop Generali	ohy: (Population, ment and ment): ly, students often	Geography Environme Developm Generally,	y: (Population, ent and ent): students often
	Geograp Environi Develop Generali have less	ohy: (Population, ment and ment): ly, students often s difficulties	Geograph Environme Developm	y: (Population, ent and ent): students often
	Geograp Environi Develop Generali have less	ohy: (Population, ment and ment): ly, students often	Geography Environme Developm Generally,	y: (Population, ent and ent): students often lifficulties
	Geograp Environi Develop Generali have less applying concepts	phy: (Population, ment and ment): ly, students often s difficulties human geography s but lack of	Geography Environme Developm Generally, have less of applying h geography	y: (Population, ent and ent): students often difficulties uman concepts but
	Geograp Environi Develop Generall have less applying concepts funds an	phy: (Population, ment and ment): ly, students often s difficulties human geography s but lack of all logistics to	Geography Environme Developm Generally, have less of applying h geography lack of fun	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics
	Geograp Environi Develop Generali have less applying concepts funds an	phy: (Population, ment and ment): ly, students often s difficulties human geography is but lack of ad logistics to ke field studies	Geography Environme Developm Generally, have less of applying h geography lack of fun to underta	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics like field studies
	Geograp Environi Develop Generali have less applying concepts funds an	phy: (Population, ment and ment): ly, students often s difficulties human geography s but lack of all logistics to	Geography Environme Developm Generally, have less of applying h geography lack of fun	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics like field studies
	Geograp Environi Develop Generali have less applying concepts funds an undertal could be	phy: (Population, ment and ment): ly, students often s difficulties human geography is but lack of ad logistics to ke field studies a barrier.	Geography Environme Developm Generally, have less of applying h geography lack of fun to underta could be a	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics ke field studies barrier.
	Geogrape Environi Develop Generali have less applying concepts funds and undertal could be History:	phy: (Population, ment and ment): ly, students often s difficulties human geography s but lack of logistics to ke field studies a barrier.	Geography Environme Developm Generally, have less of applying h geography lack of fun to underta could be a History: (H	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics lke field studies barrier.
	Geogrape Environi Develop Generall have less applying concepts funds and undertal could be History: and Cult	chy: (Population, ment and ment): ly, students often s difficulties human geography is but lack of ad logistics to ke field studies a barrier. (History of Gender ture in Ghana):	Geography Environme Developm Generally, have less of applying h geography lack of fun to underta could be a History: (H Gender an	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics ke field studies barrier.
	Geogrape Environi Develop Generali have less applying concepts funds and undertal could be History: and Cult Student	chy: (Population, ment and ment): ly, students often s difficulties human geography is but lack of logistics to ke field studies a barrier. (History of Gender ture in Ghana): teachers lack	Geography Environme Developm Generally, have less of applying h geography lack of fun to underta could be a History: (H Gender an	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics lke field studies barrier.
	Geogrape Environi Develop Generall have less applying concepts funds and undertal could be History: and Cult Student concrete	chy: (Population, ment and ment): ly, students often so difficulties in human geography is but lack of ind logistics to ke field studies in a barrier. (History of Gender ture in Ghana): teachers lack in and in a manning on in the studies i	Geography Environme Developm Generally, have less of applying h geography lack of fun to undertal could be a History: (H Gender an Ghana): Student te	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics lke field studies barrier. listory of ad Culture in achers lack
	Geogrape Environi Develop Generali have less applying concepts funds and undertal could be History: and Cult Student	chy: (Population, ment and ment): ly, students often so difficulties in human geography is but lack of ind logistics to ke field studies in a barrier. (History of Gender ture in Ghana): teachers lack in and in a manning on in the studies i	Geography Environme Developm Generally, have less of applying h geography lack of fun to undertal could be a History: (H Gender an Ghana): Student te	y: (Population, ent and ent): students often difficulties uman concepts but ds and logistics like field studies barrier. listory of ad Culture in achers lack inderstanding

	Social Studies: (Youth and	Social Studies: (Youth and	
	National Development):	National Development):	
	Lack of/inadequate	Lack of/inadequate	
	understanding of needs of	understanding of needs of	
	the youth.	the youth.	
	ine your	and your	
	RME: (Theories of Religious	RME: (Theories of	
	and Moral Development):	Religious and Moral	
	Student teachers may not	Development):	
	wholly accept that acquiring	Student teachers may not	
	a sense of good moral	wholly accept that	
	behaviour can also depend	acquiring a sense of good	
	on the level of one's age or	moral	
	experience. They may not	behaviour can also	
	easily accept that the more	depend on the level of	
	children advance in years	one's age or experience.	
	the more this affects their	They may not	
	general thinking and their	easily accept that the	
	moral thinking (judgement)	more children advance in	
	in particular.	years the more this	
		affects their	
		general thinking and their	
		moral thinking	
		(judgement) in particular.	
3.Planning for	3.1 Ask tutors to refer to	3.1 Refer to your course	40 mins
teaching, learning	the course manuals in	manual in your	
and assessment	their subject groups and	subject groups and	
activities for the	discuss the teaching and	discuss the teaching	
lesson/s	learning activities for	and learning activities	
Reading and	lesson 7.	for lesson 7.	
discussion of the			
teaching and	Examples:	Examples:	
learning activities	Geography: (Physical	Geography: (Physical	
Noting,	Geography): Tutor initiates	Geography): Tutor	
addressing, and	discussions with the	initiates discussions with	
explaining areas	Student teachers on the	the Student teachers on	
where tutors may	factors necessary for	the factors necessary for	
require	precipitation.	precipitation.	
clarification			
Noting	History: (History of Arts	History: (History of Arts	
opportunities for	Science and technology):	Science and technology):	
making <i>explicit</i>	Tutor leads a discussion on	Tutor leads a discussion	
<i>links</i> to the Basic	the nature of the agriculture	on the nature of the	
	in pre-colonial economy.		

- 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

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 Issues):

Tutor organizes students into groups and assign them different sites to observe bad environmental practices.

- 3.2 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- 3.3 Ask tutors to brainstorm 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 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 groups and assign them 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 local availability
- Tutors should be expected to have a plan for the next lesson for student teachers
- 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 Ask tutors to discuss the teaching and learning activities and explain how they could assist student teachers to integrate issues of GESI, ICT and the 21st 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.

- 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
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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	ir
groups.	

ICT:

- 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.

21st 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 Ask tutors refer to their course manuals in their subject groups to identify and discuss the

ICT:

- i. How to assist student teachers to use.
- ii. PowerPoint to present their lessons during peer teaching.
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- i. Use of smart
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 a. digital literacy
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 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 problemsolving skills
- 3.5 Refer to your course manual in your subject groups to identify and discuss

continuous assessment opportunities in lesson seven in line with the NTEAP.

the continuous assessment opportunities in lesson 7 in line with the NTEAP.

Examples:

Geography: (Population.
Environment and
Development): Student
teachers outlines the
consequences of
urbanization to socioeconomic
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.

Social Studies: (Youth and National Development):

Group presentations on the environment the youth find themselves in Ghana meeting the needs of the youth

Examples:

Geography: (Population. Environment and Development): Student teachers outlines the consequences of urbanization to socioeconomic 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.

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):

Student teachers write out their individual responses on the Educational Implications of the theories of moral development. 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 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 7 of their various courses.

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. Examples:

Geography: (Physical Geography): Course manual, maps and globe, YouTube videos, laptops, projectors etc.

History: (History of Arts Science and technology):

Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc.

History: (History of Arts Science and technology):

Primary data(pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc

Social Studies: (Regional Integration and International Relations):

Audio-visuals equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness Social Studies: (Regional Integration and International Relations):
Audio-visuals equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness

	RME: (Critical and Moral Issues): Whiteboard, markers, smart phones, computers, course outlines etc. 3.7 Ask tutors to prepare a detailed plan on how to execute an effective lesson 7 to student teachers.	RME: (Critical and Moral Issues): 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	4.1 Ask tutors to reflect and write down the main themes discussed in the PD session.	4.1 Reflect and write down the main themes discussed in the PD session.	15 mins
friends to observe lessons and report at next session Identifying and addressing any outstanding issues	4.2 Ask participants to share their points with colleagues in their group and then with the larger group.	4.2 Share your points with colleagues in your group and then with the larger group.	
relating to the lesson/s for clarification	4.3 Ask tutors to identify a critical friend to observe their lessons and give feedback and report during the next PD session.	4.3 Identify a critical friend to observe their lessons and give feedback and report during the next PD session.	
	4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.	4.4 Ask further questions for clarification if there are still outstanding issues.	
	4.5 Remind tutors to read lesson 8 of their respective course manuals and mobilize needed resources for the next PD session.	4.5 Read lesson 8 of your course manual and mobilize the needed resources for the next PD session.	

Tutor PD Session 8

Age Level: JHS Name of Subject: Social Sciences

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)

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)

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)

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)

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done in the	say during each stage of	participants (Tutors) will do	
session. The SWL	the session	during each stage of the	
should use the bullets		session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			

1 Introduction to the session

- Review prior learning
- A critical friend to share findings for a short discussion and lessons learned
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

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

1.1 Ask tutors to reflect on the successes and weaknesses of lesson7 during its implementation in the classroom.

For example:

- i. Were there
 GESI issues
 affecting lesson
 delivery in the
 classroom?
- ii. Were there any difficulties in integrating ICT tools etc. in the classroom?
- 1.2 Ask tutors to identify a critical friend who took part in Lesson 7 to share their experiences during its implementation in the classroom.
- 1.3 Ask tutors to sit in groups based on their subject areas.
- 1.4 Ask tutors to review the prior knowledge of the student teachers in line with lesson 8.

Examples of student teachers' prior knowledge:

Geography (Physical Geography):

Student teachers already have background knowledge of Biophysical 1.1 Reflect on the successes and weaknesses of lesson 7 during its implementation in the classroom.

For example:

- i. Were there GESI issues affecting lesson delivery in the classroom?
- ii. Were there any difficulties in integrating ICT tools etc. in the classroom?
- 1.2 Share your experiences on lesson 7 during its implementation in the classroom.
- 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.

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.

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

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.

Social Studies (Regional Integration and International Relations):

Student teachers are familiar with the achievements of ECOWAS and AU.

1.5 Ask tutors in their subject areas to discuss the introductory part of lesson 8 of each course in the manuals including: course descriptions, learning outcomes and their indicators.

1.5 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)

Geography (Population, Environment and Development)

Lesson description:

Student teachers are introduced to the study of

Lesson description
Student teachers are
introduced to the study of

resources and development which intend to help student-teachers establish the meaning of sustainable development and how resources can best be utilised for sustainable development.

resources and development which intend to help student-teachers establish the meaning of sustainable development and how resources can best be utilised for sustainable development.

History (History of Arts, Science and Technology in Ghana)

gy in Science and Technology in Ghana)

Lesson description:

Lesson description:

History (History of Arts,

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.

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)

RME (Theories of Religious and Moral Development)

Lesson description:

Lesson description:

Student teachers will be offered an opportunity to discuss Kohlberg's Theory of Moral Development to enable them 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

Student teachers will be offered an opportunity to discuss Kohlberg's Theory of Moral Development to enable them 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.

LI:

Discuss any reason for the differences in ideologies and how it can be solved.

RME (Critical and Moral Issues):

LO:

Demonstrate knowledge of environmental problems confronting their communities.

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.

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Demonstrate knowledge on the fluvial processes in desert landscapes.

History (History of Gender and Culture in Ghana.):

ı o·

Appreciate the focus in the differences in feminist ideologies.

LI:

Discuss any reason for the differences in ideologies and how it can be solved.

RME (Critical and Moral Issues):

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.

LI:

Identify and explain the challenges confronting ECOWAS.

1.6 Ask tutors in their subject areas to brainstorm for the distinctive features of lesson 8 in their course manual.

Examples of distinctive features of lesson 8:

Geography (Population, Environment and Development):

- Meaning of the terms natural resources and economic development.
- ii. Types and characteristic of natural resources
- iii. Population, natural resources, and development

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.

LI:

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):

- Meaning of the terms natural resources and economic development
- ii. Types and characteristic of natural resources
- iii. Population, natural resources, and development

History (History of Arts, Science and Technology in Ghana):

- i. Art forms and technology in Ghana
- ii. Technological processes of selected work areas

RME (Theories of Religious and Moral Development):

Criteria for designing appropriate assessment items.

Social Studies (Youth and National Development):

- i. Ways the youth can use to prepare themselves for national development
- ii. Teach related topics in the Basic School curriculum.

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

- 1.7 Ask tutors to refer to pages 114-118 and 91-100 of the year 3 STS manual to clarify their minds on the differences and similarities between professional teaching portfolio and Classroom Enquiry and Action Research project.
- 1.8 Ask tutors to discuss with student teachers' ways by which they could be supported to develop their Professional teaching

History (History of Arts, Science and Technology in Ghana):

- i. Art forms and technology in Ghana
- ii. Technological processes of selected work areas

RME (Theories of Religious and Moral Development):

Criteria for designing appropriate assessment items.

Social Studies (Youth and National Development):

- Ways the youth can use to prepare themselves for national development
- ii. Teach related topics in the Basic School curriculum
- 1.7 Refer to pages 114-118 and 91-100 of the year 3 STS manual to clarify your mind on the differences and similarities between professional teaching portfolio and Classroom Enquiry and Action Research project.
- 1.8 Discuss with student teachers' ways by which they could be supported to develop their Professional

portfolio and Classroom Enquiry and Action Research project.

Examples of the content of a Professional teaching portfolio:

- Students' reflective journals
- 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. Ask tutors to refer to 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. Ask tutors to discuss how student teachers can be supported to collect and write reports on Classroom Enquiry and Action Research through activities such as:

teaching portfolio and Classroom Enquiry and Action Research project

Examples of the content of a Professional teaching portfolio:

- Students' reflective journals
- ii. 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 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:
 - Description of post intervention data collection

	i. Description of post	ii. Analysis and
	intervention data	discussion of post
	collection	intervention data
	ii. Analysis and	collection
	discussion of post	iii. Comparing post and
	intervention data	pre-intervention
	collection	results for
	iii. Comparing post	interpretation
	and pre-	iv. Writing findings,
	intervention	conclusions and
	results for	recommendation of
	interpretation	the study.
	iv. Writing findings,	
	conclusions and	
	recommendation	
	of the study.	
For each session	1.11 Ask tutors to	1.11. Remind student
remember this is the	always remind student	teachers in their
final semester before	teachers in their	teaching that this
Students begin	teaching that this	semester is their final
teaching provide	semester is their final	semester for them to
prompts to help	semester for them to	go into the society to
support this transition	go into the society to	start their practice as
for planning and give	start their practice as	professional teachers.
regard for GESI, CCI,	professional teachers.	
ICT etc.	·	
	1.12 Ask tutors to	1.12 Incorporate in your
	incorporate in their	lessons how you can assist
	lessons how they can	student teachers to
	assist student teachers	prepare themselves for the
	to prepare themselves	world of work having in
	for the world of work	mind how to integrate CCI,
	having in mind how to	ICT GESI.
	integrate CCI, ICT GESI.	
	Examples:	Examples:
	i. How to adjust and	i. How to adjust and
	position	position themselves
	themselves for	for their
	their professional	educational
	advancement.	advancement.
	ii. How to relate with	ii. How to relate with
	both males and	both male and
	females members	females members

	of a community in which they find themselves. GESI Assigning leadership roles to males and females leaners as well as people with different forms of disabilities they will be teaching in their communities.	of the community 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 learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to	2.1 Ask tutors in their subject areas to brainstorm for possible new learning that student teachers will derive from lesson 8 in each course.	2.1 Brainstorm for possible new learning that student teachers will derive from lesson 8 in your course.	15 mins
learning for student teachers or students, new	Examples of New learning Concepts:	Examples of New learning Concepts:	
concepts or	Geography (Physical	Geography (Physical	
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	i. Fluvial processes in deserts ii. Desert fluvial landforms iii. Formation of landforms of fluvial processes in deserts History (History of Gender and Culture in Ghana):	i. Fluvial processes in deserts ii. Desert fluvial landforms iii. Formation of landforms of fluvial processes in deserts History (History of Gender and Culture in Ghana):	
to gauge understanding and support tutor engagement.	i. Genderii. Sexualityiii. race andiv. Ethnicity	i. Gender ii. Sexuality iii. Race and iv. Ethnicity	

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 Ask Tutors in their course area to shower thought for the potential barriers for the delivery and learning of lesson 8 in each course manual.

Examples of potential barriers of lesson 8:

Geography (Population, Environment and Development):

- 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):

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. Accomplishment
- 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):

- 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 Ask tutors to brainstorm for the strategies they can employ to address these potential barriers in their respective course area for teaching and

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
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 type of training
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 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.

		learning to be effective.		
		enective.		
		Example:	Example:	
		Make effective use of group discussions, group	Make effective use of group discussions, group	
		presentations, projects for	presentations, projects for	
		student-teachers to interact and learn best	student-teachers to interact and learn best	
		practices among	practices among	
		themselves.	themselves.	
	ning for	3.1 Ask tutors to refer to	3.1 Refer to your course	40mins
	ng, learning	their respective course	manual to read and discuss	
	ssessment ies for the	manuals to read and	the teaching and learning activities in lesson 8 and	
lesson		discuss the teaching and learning activities in	how they can be	
	Reading and	lesson 8 and how they	appropriately employed in	
	discussion of	could be appropriately	delivering the Basic School	
	the teaching	employed in delivering the	Curriculum.	
	and learning	Basic School Curriculum.		
	activities			
>	Noting,	Examples of teaching and	Examples of teaching and	
	addressing, and explaining	learning activities:	learning activities:	
	areas where	Geography (Wind	Geography (Wind	
	tutors may	depositional landforms):	depositional landforms):	
	require	Tutor introduces the	Tutor introduces the lesson	
_	clarification	lesson to the student	to the student teachers by	
	Noting	teachers by discussing the	discussing the nature of air	
	opportunities	nature of air masses and fronts.	masses and fronts.	
	for making explicit links to	ironts.		
	the Basic	History (Gender,	History (Gender, sexuality,	
	School	sexuality, race and	race and ethnicity):	
	Curriculum	ethnicity):	Tutor leads discussion on	
>	Noting	Tutor leads discussion on	the differences in	
	opportunities	the differences in	ideologies based on	
	for integrating:	ideologies based on	women's different	
	GESI	women's different	experiences.	
	responsiveness	experiences.		
	and ICT and			
	21stC skills			

- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Fach 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

RME (Critical and Moral Issues):

Tutor calls out student groups in turns to present their digital reports about their field trip.

Social Studies (Regional Integration and International Relations):

Tutor facilitates the use of differentiated-task group activity, internet searches and concept mapping to enable student teachers identifies and discuss challenges confronting ECOWAS and AU, impact of those challenges and how to solve them.

- 3.2 Ask tutors to read over the teaching and learning activities provided in lesson 8 of each of the course manuals to identify possible areas that may need clarification for discussion.
- 3.3 Ask tutors to discuss with student teachers how they would employ some of these teaching and learning activities in delivering the Basic School Curriculum as beginning teachers.

Example:

During teaching, assist student teachers to plan and do peer teaching to demonstrate how to apply

RME (Critical and Moral Issues):

Tutor calls out student groups in turns to present their digital reports about their field trip.

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- 3.2 Read over the teaching and learning activities in lesson 8 provided in your course manual to identify possible areas that may need clarification for discussion.
- 3.3 Discuss with student teachers how they would employ some of these teaching and learning activities in delivering the Basic School Curriculum as beginning teachers.

Example:

During teaching, assist student teachers to plan and do peer teaching to demonstrate how to apply

- needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers
- some of the teaching strategies when they go out for STS and real teaching situations.
- 3.4 Ask tutors in their respective course groups to examine the teaching and learning activities suggested in the course manual and explain how ICT, GESI, and the 21stCentury Skills can be incorporated into their teaching.

Examples (GESI)

- i. Giving special notice to student with disabilities.
 E.g., Hearing impairment, visual impairment, and physical disability.
- ii. Sharing leadership roles to males and females in groups.
- iii. Using mixed-ability grouping.
- iv. Making use of gender-neutral language E.g., Chairperson instead of chairman

Examples (ICT)

Help student teachers to search for information on the internet and do presentations using Projectors, smart phones, etc.

- 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 21st Century Skills can be incorporated into your teaching.

Examples (GESI)

- Giving special notice to student with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.
- ii. Sharing leadership roles to males and females in groups.
- iii. Using mixed-ability grouping.
- iv. Making use of gender-neutral language E.g., Chairperson instead of chairman

Examples (ICT)

Help student teachers to search for information on the internet and do presentations using Projectors, smart phones, etc.

- 21st Century Skills to be developed in student teachers engaging in the teaching and learning activities in respect course manual.
 - 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. Communication and Collaboration skills
- ii. Leadership and personal development
- iii. Critical thinking and problemsolving skills.
- 3.5 Ask tutors in their respective groups to discuss the continuous assessment opportunities in lesson 8 of each course in the course manuals.

Examples of assessment opportunities:

Geography (Population, Environment and Development):

Student teachers' presentations on natural resources to exhibit enquiry, collaboration,

- 21st Century Skills to be developed in student teachers engaging in the teaching and learning activities in respect course manual.
 - 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. 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.

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.

3.6 Ask tutors in their respective subject groups to brainstorm for the relevant teaching and learning resources that can be employed to teach lesson 8 of the respective courses in the course manual.

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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):

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- Subject Project Assessment.

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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.

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	Examples of teaching and	
	learning resources:	learning resources:	
	learning resources.	rearming resources.	
	Geography:	Geography:	
	i. Course manual	i. Course manual	
	ii. Maps and Physical	ii. Maps and	
	models	Physical models	
	iii. Youtube videos	iii. Youtube videos	
	iv. Audio visual aids,	iv. Audio visual aids	
	v. Projectors, etc.	v. Projectors, etc.	
	History:	History:	
	i. Books	i. Books	
	ii. Media report	ii. Media reports	
	iii. Videotapes	iii. Videotapes	
	iv. Computers/	iv. Computers/	
	laptops, LCD	laptops, LCD	
	v. Projector/screen.	v. Projector/screen.	
	RME:	RME:	
	i. Books	i. Books	
	ii. Media reports	ii. Media reports	
	iii. Resources persons	iii. Resources persons	
	iv. Videotapes etc.	iv. Videotapes etc.	
	111 Tideotapes etc.	Tv. viacotapes etc.	
	Social Studies:	Social Studies:	
	i. Audio-visual	i. Audio-visual	
	Equipment,	Equipment	
	ii. Braille,	ii. Braille	
	iii. Resource	iii. Resource Person	
	Person,	iv. Internet facility	
	iv. Internet facility	v. Laptop	
	v. Laptop	computer/PCs	
4. Evaluation and	computer/PCs 4.1 Ask Tutors to write	4 1\\/rito down what	15 mins
review of session:	down what they have	4.1Write down what you have learnt in this PD	12 1111112
Tutors should	learnt in this PD	session which is lesson 8	
Identifying critical	session which is lesson	and share your points with	
friends to observe	8 and share their	your colleagues.	
lessons and report	points with their	your concagues.	
at next session	colleagues.		
Identifying and	concagues.		
addressing any	4.2 Ask each tutor to	4.2 Identify a critical friend	
outstanding issues	identify a critical friend	to observe your lesson and	
outstanding issues	identity a critical intella	to observe your resson and	l

relating to the lesson/s for	to observe his or her lesson and give	give feedback to you and report in the next PD	
clarification	feedback to them and report in the next PD session.	session.	
	4.3 Ask tutors whether they still have some issues/challenges that need further clarification.	4.3 Do you still have some issues/challenges that need further clarification?	
	4.4 Remind tutors to read lesson 9 for the next PD session.	4.4 Read lesson 9 for the next PD session.	

Tutor PD Session 9

Level: JHS Name of Subject: Social Science

Tutor PD Session for Lesson 9 in the Course Manual

SUBJECT: GEOGRAPHY

COURSES:

- e. Physical Geography: (Lesson 9: Processes and Landforms of the Coast)
- f. Population, Environment and Development: (**Lesson 9:** Population-Environment Interrelationships)

SUBJECT: HISTORY

COURSES:

- g. History of Gender and Culture in Ghana: (**Lesson 9:** Ideas of Femininity and Masculinity in Contemporary Ghanaian Society (I))
- h. History of Science and Technology: (**Lesson 9:** Challenges to the Development of Art, Science and Technology in Ghana)

SUBJECT: SOCIAL STUDIES

COURSES:

- g. Regional Integration and International Relations: (Lesson 9: Challenges Confronting CN and UN)
- h. Youth and National Development: (Lesson 9: The National Youth Policy of Ghana)

SUBJECT: RME COURSES:

- k. Critical and Moral Issues: (Lesson 9: Morality and Violence)
- Theories of Religious and Moral Development: (Lesson 9: Mid Semester Course Review)

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done in the	say during each stage of	participants (Tutors) will	
session. The SWL	the session	do during each stage of the	
should use the bullets		session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			

should be made to			
the course manual/s.			
1 Introduction to the	1.1 Ask participants to	1.1 Share your experiences	20 mins
session	share their experiences	of lesson 8 PD session	
Review prior	of lesson 8 PD session	and how you applied	
learning	and how they applied	the activities and	
A critical friend to	the activities and	methods in your lesson	
share findings for	methods in their lesson	(positives and	
a short discussion	(positives and	challenges you	
and lessons	challenges they	encountered in the	
learned	encountered in the	classroom).	
Reading and	classroom).		
discussion of the			
introductory	1.2 Ask a critical friend	1.2 A critical friend who	
sections of the	who observed a	observed a colleague's	
lesson up to and	colleague's lesson 8 to	lesson 8 should share	
including learning	share their findings for	his findings for a short	
outcomes and	a short discussion.	discussion.	
indicators			
Overview of	1.3 Ask tutors to read the	1.3 Read the introductory	
content and	introductory part of	part of lesson 9 of your	
identification of	lesson 9 of each course	course up to and	
any distinctive	up to and including	including learning	
aspects of the	learning outcomes and	outcomes and	
lesson/s,	indicators.	indicators.	
NB: The guidance for	Francisco of Lorenzo O	Francisco of Lancau O	
SL/HoD should	Examples of Lesson 9	Examples of Lesson 9	
identify, address and	Lesson Description	Lesson Description	
provide explanations	Coography (Physical	Caagraphy (Physical	
for any areas where	Geography: (Physical	Geography: (Physical	
tutors might require clarification on an	Geography): The lesson introduces student-	Geography): The lesson introduces student-	
aspect of the lesson.	teachers to processes	teachers to processes	
SL/HoD take feedback	shaping coastal	shaping coastal	
to gauge	landscapes, factors that	landscapes, factors that	
understanding and	determine the nature of	determine the nature of	
support tutor	coastal landscapes and	coastal landscapes and	
engagement.	types of coastal landforms.	types of coastal landforms.	
NB SL/HoD should ask	s, peer e, coasta, ranajornis.		
tutors to plan for their	History: (History of	History: (History of	
teaching as they go	Gender and Culture in	Gender and Culture in	
through the PD	Ghana): This lesson seeks	Ghana): This lesson seeks	
session	to expose student teachers	to expose student teachers	
	on the understanding of	on the understanding of	
			I

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 studentteachers in the course.

History: (History of Gender and Culture in Ghana): Student teachers have prior knowledge 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 studentteachers 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, Science and Technology):

LO:

Demonstrate knowledge of various challenges to the art, science and technology 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, 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):

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

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 Ask tutors to identify the distinctive features

in Ghana's economic development.

LI:

Identify various challenges faced in Ghana's art, science and technological consolidation.

Social Studies: (Youth and National Development):

Appraise the national youth policy and its impacts on youth empowerment. (NTS 2 a, e & f NTECF p. 20-22; 45-46).

LI:

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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

of lesson 9 of each course from the course manuals.

Distinctive Features of

Geography: (Population, Environment and Development):

Lesson 9

- Meaning and spheres of the environment.
- ii. Population characteristics and the environment
- iii. Challenges with environmental sustainability

History: (History of Arts, Science and Technology):

i. Challenges to the development of Art, science and technology in Ghana.

Social Studies: (Youth and National Development):

- Evaluation of the national youth policy.
- ii. Feasibility of the Proposed Implementation of the National Youth Policy

RME: (Theories of Religious and Moral Development):

your course from your course manuals.

Distinctive Features of Lesson 9

Geography: (Population, Environment and Development):

- Meaning and spheres of the environment.
- ii. Population characteristics and the environment
- iii. Challenges with environmental sustainability

History: (History of Arts, Science and Technology):

 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. Review of	i. Review of
	content/topics	content/topics
	delivered	delivered
	ii. Review of	ii. Review of
	previous class	previous class
	exercises and	exercises and
	assignments	assignments
As this course is	1.5 Ask tutors to read	1.5 Read pages 114-118 of
dealing with	pages 114-118 of the	the year 3 STS manual
supporting and or	year 3 STS manual on	on professional
assessing the	professional teaching	teaching portfolio.
Professional Teaching	portfolio.	teaching portions.
Portfolio	portiono.	
	1. C. Disavisa visus through	1.C. Discuss would through
Development and/or	1.6 Discuss ways through	1.6 Discuss ways through
Classroom Enquiry	which student teachers	which student teachers
and Action Research	could be assisted to	could be assisted to
Project Report	build their teaching	build their teaching
writing, tutors should	portfolio.	portfolio.
be provided with	E.g., The Content of	E.g., The Content of
guidance on what to	Professional Teaching	Professional Teaching
do including	Portfolio includes:	Portfolio includes:
organization of Post	✓ Personal teaching	i. Personal teaching
Internship Seminar.	philosophy	philosophy
	✓ Student reflective	ii. Student reflective
	journals	journals
	✓ Samples of work	iii. Samples of work
	the student teacher	the student teacher
	has graded,	has graded,
	showing their	showing their
	comments.	comments.
	✓ Link tutor's	iv. Link tutor's
	assessment	assessment
	comments	comments
	1.7 Ask tutors to read from	1.7 Read from pages 91-99
	pages 91-99 of year 3	of year 3 STS manual
	STS manual on Action	on Action Research and
	Research and identify	identify the various
	the various component	component of an AR.
	of an AR.	
	1.8 Discuss with tutors	1.8 Assist student teachers
	how to assist student	to write their reports
	teachers to write their	on Classroom Enquiry
	how to assist student	to write their reports

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 preintervention data for interpretation
- ✓ Write findings, conclusions and recommendation of the study.

and Action Research that was carried out during first semester of year 4 STS

Examples:

- Description of post intervention data collection
- ii. Analysis and discussion of post intervention data collection
- iii. Comparing post and preintervention data for interpretation
- iv. Write findings, conclusions and recommendation of the study.

For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.9 Discuss with tutors how to assist student teachers to prepare for the world of work taking into consideration how they will integrate GESI, CCI, ICT as beginning teachers, etc.

Examples:

- ✓ Preparation toward the licensure examination.
- ✓ Management of placement issues.
- ✓ Engagement with community, PTA and SMC
- ✓ Management of controversial issues, e.g., mores, taboos and gender issues

1.9 Assist student teachers to prepare for the world of work taking into consideration how they will integrate GESI, CCI, ICT as beginning teachers, etc.

Examples:

- i. Preparation towards the licensure examination.
- ii. Management placement issues.
- iii. Engagement with community, PTA and SMC iv. Management of

controversial

	T	T	ı
		issues, e.g.,	
		mores, taboos	
		and gender	
		issues	
	GESI	GESI	
	i. Assign leadership	i. Assign leadership	
	roles to males,	roles to males,	
	females and people	females and people	
	with different forms	with different forms	
	of disabilities in	of disabilities in	
	groups.	groups.	
2 Concept	2.1 Guide tutors to	2.1 Brainstorm the likely	15 mins
Development (New	brainstorm the likely	new concepts from	
learning likely to arise	new concepts from	lesson 9 in your course.	
in lesson/s):	lesson 9 in each		
Identification and	course.		
discussion of new	Examples of New	Examples of New	
learning, potential	Concepts in Lesson 9:	Concepts in Lesson 9:	
barriers to	Geography: (Physical	Geography: (Physical	
learning for	Geography): Waves	Geography): Waves	
student teachers	Formation, Coastal	Formation, Coastal	
or students, new	processes, and coastal	processes, and coastal	
concepts or	landforms.	landforms.	
pedagogy being			
introduced in the	History: (History of	History: (History of	
lesson, which	Gender and Culture in	Gender and Culture in	
need to be	Ghana): Dynamics of	Ghana): Dynamics of	
explored with the	gender – femininity and	gender – femininity and	
SL/HoD	masculinity.	masculinity.	
NB The guidance for	Social Studies: (Regional	Social Studies: (Regional	
SL/HoD should set out	Integration and	Integration and	
what they need to do	International Relations):	International Relations):	
to introduce and	Commonwealth of Nations,	Commonwealth of Nations,	
explain the issues/s	United Nations, concept of	United Nations, concept of	
with tutors, they	challenges.	challenges.	
should take feedback	RME: (Critical and Moral	RME: (Critical and Moral	
to gauge	Issues): Mob justice, riot,	Issues): Mob justice, riot,	
understanding and	hooliganism, vigilantism.	hooliganism, vigilantism.	
support tutor			
engagement.	2.2 Ask tutors in their	2.2 In your subject areas	
	subject areas to	identify possible	
	identify possible	barriers to the teaching	
	barriers to the teaching	and learning of lesson	
		9 of your course.	

and learning of lesson 9 of each 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 preconceived 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. RME: (Critical and Moral Issues): Student teachers previous experiences with violence could cloud the judgements about such practices.

2.3 Ask tutors to brainstorm the appropriate strategies to assist student teachers to appreciate these concepts and overcome the barriers. E.g., brainstorming, group activities, video clips of empirical evidence etc.

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Barriers in Lesson 9:
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Geography): Most of the
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Social Studies: (Regional

Social Studies: (Regional Integration and International Relations): Lack of appreciation of the problems of CN and UN.
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. *E.g., brainstorming, group activities, video clips of empirical evidence etc.*

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

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

Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 9.

Examples of Teaching and Learning Activities in Lesson 9:

Geography: (Population, Environment and Development):

Guide student teachers in groups of five members and task them to present on how population characteristics affect environmental sustainability

History: (History of Arts, Science and Technology):

Tutor discusses with student teachers the historical backgrounds to the challenges to the development of Art, science and technology in Ghana.

Social Studies: (Youth and National Development):

Using know-want to know and learnt (KWL); initiate discussion with student teachers about what they already know about the Ghana's youth policy, what they want to learn, and after the lesson indicate what they have learnt).

Refer to the course manuals in your subject groups and discuss the teaching and learning activities for lesson 9.

Examples of Teaching and Learning Activities in Lesson 9:

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- 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

- RME: (Theories of Religious and Moral Development): Tutor leads a discussion on strategies to encourage those who may find it not useful taking active part in the review to do so as to promote inclusivity, diversity and effective learning.
- Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- Ask tutors to 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

- RME: (Theories of Religious and Moral Development): Tutor leads a discussion on strategies to encourage those who may find it not useful taking active part in the review to do so as to promote inclusivity, diversity and effective learning.
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- Student teachers should prepare a lesson plan on any topic from the JHS Curriculum to

do mock-teaching in the class.

Ask tutors to discuss the teaching and learning activities in the course manual and explain how they can assist student teachers to integrate issues of GESI, ICT and the 21st Century Skills in their lessons.

do mock-teaching in the class.

➤ 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:

- i. Avoid gender stereotyping
- ii. Using mixed-ability grouping
- iii. Paying special attention to student teachers with **SEN**.

ICT:

Assist student teachers to use:

- i. PowerPoint to present their lessons during peer teaching.
- ii. Smart phones to search for relevant information on Google and other search engines.

21st Century Skills:

The use of smart phones and PowerPoint presentations will develop:

i. digital literacy skills

Examples:

GESI:

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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:

- i. communication and collaboration skills
- ii. leadership and personal development
- iii. critical thinking and problem-solving skills
- Ask tutors to refer to their course manuals in their 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

ii. innovation and creativity

The use of group discussion will develop:

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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.

Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 9 of their various 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.

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	Social Studies: (Youth and	Social Studies: (Youth and	
	National Development):	National Development):	
	Audio-visual Equipment	Audio-visual Equipment	
		1	
	and Video clips on teaching	and Video clips on teaching	
	democratic governance;	democratic governance;	
	Braille, Scanner and	Braille, Scanner and	
	Embosser Sign language	Embosser Sign language	
	(Resource Person). internet	(Resource Person). internet	
	facility, laptop	facility, laptop	
	computer/PCs.	computer/PCs.	
	RME: (Theories of	RME: (Theories of	
	Religious and Moral	Religious and Moral	
	Development):	Development):	
	Secondary Sources (Books),	Secondary Sources (Books),	
	answer booklets,	answer booklets,	
	projectors etc.	projectors etc.	
	Ask tutors to prepare a	Prepare a detailed plan	
	detailed plan on how	on how to execute an	
	to execute an effective	effective lesson 9 to	
	lesson 9 to student	student teachers.	
	teachers.		
4. Evaluation and	4.1 Ask tutors to reflect	4.1 Reflect and write down	15 mins
review of session:	and write down the	the main themes	
Tutors should	main themes discussed	discussed during the	
Identifying critical	in the PD session.	PD session.	
friends to observe			
lessons and report	4.2 Ask participants to	4.2 Share your points with	
at next session	share their points with	colleagues in your	
Identifying and	colleagues in their	group, and then share	
addressing any	group, and then share	with the larger group.	
outstanding issues	with the larger group.		
relating to the			
lesson/s for	4.3 Ask tutors to identify a	4.3 Identify a critical friend	
clarification	critical friend to	to observe your lessons	
	observe their lessons	and give feedback to	
	and give feedback to	you who will later	
	them and later report	report during PD	
	during PD session 10.	session 10.	
	4.4 Ask tutors to ask	4.4 Ask further questions	
	further questions for	for clarification if there	
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		

clarification if there are	are still outstanding	
still outstanding issues.	issues.	
4.5 Remind tutors to read		
lesson 10 in their	4.5 Read lesson 10 in your	
various course manuals	various course manuals	
and mobilize the	and mobilize the	
needed resources for	needed resources for	
the next PD session.	the next PD session.	

Tutor PD Session 10

Age Level: JHS Name of Subject: Social Science

Tutor PD Session for Lesson 10 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

- g. Physical Geography (lesson 10: Types of Coast, nature of the ocean floor and coral reefs)
- h. Population and Development (Lesson 10: Population and Environmental Degradation)

SUBJECT: HISTORY

Courses:

- i. History of Gender and culture in Ghana (Lesson 10: Ideas of femininity and Masculinity in contemporary Ghanaian society II)
- j. History of science and technology (Lesson 10: Ghanaian inventions to the challenges art, science and technology in Ghana)

SUBJECT: SOCIAL STUDIES

Courses:

- i. Regional integration and international relations (Lesson 10: Ghana's membership of the international bodies and its benefits)
- j. Youth and national development (Lesson 10: Ghana's 2010 national youth policy)

SUBJECT: RME

Courses:

- m. Critical and moral issues I (lesson 10: Discrimination I)
- n. Theories of religious and moral development (lesson 10: Empirical research on religious education (Harlod Loukes)

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done in the	say during each stage of	participants (Tutors) will	
session. The SWL	the session	do during each stage of the	
should use the bullets		session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			

specific reference			
should be made to			
the course manual/s.			
Introduction to the	1.1 Ask Tutors to share	1.1 Share your experiences	20 mins
session	their experiences of lesson	of lesson 9 and how they	20 111113
Review prior	9 and how they applied	applied the activities and	
learning	the activities and methods	methods in their classroom	
Reading and	in their classroom lesson.	lesson. (Practical	
discussion of the	(Practical solutions).	solutions).	
introductory	(Tractical solutions).		
sections of the	Examples of issues	Examples of issues	
lesson up to and	encountered:	encountered:	
including learning	i. How to manage	i. How to manage	
outcomes and	large class sizes	large class sizes	
indicators	ii. How they blended	ii. How they blended	
> Overview of	GESI and ICT	GESI and ICT	
content and	matters into their	matters into their	
identification of	instructional period	instructional period	
any distinctive	iii. How they were able	iii. How they were able	
aspects of the	to work without	to work without	
lesson/s,	internet access	internet access	
NB The guidance for	iv. How they were able	iv. How they were able	
SL/HoD should	to cope with	to cope with	
identify, address and	unsustainable	unsustainable	
provide explanations	power supply	power supply	
for any areas where	v. The six weeks	v. The six weeks	
tutors might require	virtual learning	virtual learning	
clarification on an	made the	made the	
aspect of the lesson.	implementation of	implementation of	
NB SL/HoD should ask	PD sessions	PD sessions	
tutors to plan for their	ineffective.	ineffective.	
teaching as they go			
through the PD	1.2 Ask tutors to read the	1.2 Read the introduction	
session	introduction part of lesson	part of lesson 10 of each	
	10 of each course including	course including lesson	
	lesson description and	description and student	
	student teachers' previous	teachers' previous	
	knowledge.	knowledge.	
	Francisco of leaves	Summer of lives	
	Examples of lesson	Examples of lesson	
	descriptions:	descriptions:	
	Geography (Physical	Geography (Physical	
	Geography)	Geography)	

The lesson details the student teacher's knowledge on geomorphology, highlights additional areas of coastal processes and landscapes.

History (History of science and technology)

This lesson seeks to expose student teachers to government interventions to the inherent challenges to economic consolidation from the colonial period to post-colonial era.

Social Studies (Youth and national development):

This lesson is directly related to lesson 10 and focuses on a discussion specific areas of the national youth policy that promote youth empowerment and how the youth can be assisted to benefit from it.

RME (Critical and moral issues I):

In this lesson student teachers engage in group activity to explain concept associated with discrimination and perform drama to educate about discrimination.

Examples of prior knowledge:

The lesson details the student teacher's knowledge on geomorphology, highlights additional areas of coastal processes and landscapes.

History (History of science and technology)

This lesson seeks to expose student teachers to government interventions to the inherent challenges to economic consolidation from the colonial period to post-colonial era.

Social Studies (Youth and national development):

This lesson is directly related to lesson 10 and focuses on a discussion specific areas of the national youth policy that promote youth empowerment and how the youth can be assisted to benefit from it.

RME (Critical and moral issues I):

In this lesson student teachers engage in group activity to explain concept associated with discrimination and perform drama to educate about discrimination.

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. Ask tutors to 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):

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.

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Student teachers are

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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)

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.

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)

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.

LI

Search and use digital resources to explain important concepts

1.4 Ask tutors to identify the distinctive features of lesson 10 of each course from the course manuals.

Geography (Physical Geography)

- 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)

- iv. Definition of Art,Science , Technology
- v. Evaluate the interventions by the colonial government.

Social Studies (Youth and national development):

i. Understanding of 2010 national youth policy

RME (Theories of religious and moral development)

Explain Loukes empirical research on religious education.

LI

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)

- 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):

- iv. Definition of Art,Science, Technology
- v. Evaluate the interventions by the colonial government.

Social Studies (Youth and national development):

. Understanding of 2010 national youth policy

		11- 1-			
	ii.	How to	ii.	How to	
		promote youth		promote youth	
		empowerment.		empowerment.	
	iii.	The impact and	iii.	The impact and	
		benefits of the		benefits of the	
		2010 national		2010 national	
		youth policy		youth policy	
	RME (Cri	tical and moral	RME (Cr	itical and moral	
	issues I):		issues I)	;	
	i.	Ethnocentrism	i.	Ethnocentrism	
	ii.	Racism	ii.	Racism	
	iii.	Tribalism	iii.	Tribalism	
As this course is	1.5 Ask t	utors to read the	1.5 Read	the year 3 STS	
dealing with	year 3 ST	S manual on	manual	on professional	
supporting and or	professio	onal teaching	teaching	portfolio (Pages	
assessing the	portfolio	(Pages 114-118)	114-118) for tutors to	
Professional Teaching	for tutors	s to discuss how	discuss l	now to help	
Portfolio	to help s	tudent teachers to	student	teachers to build	
Development or the	build the	ir teaching	their tea	ching portfolio.	
Action Research	portfolio				
Project Report					
writing. Tutors need	Eg. The c	ontent of	Eg. The	content of	
1	_	ontent of onal teaching		content of onal teaching	
writing. Tutors need	Profession		Professi		
writing. Tutors need to be provided with	Profession portfolio	onal teaching	Professi portfolio	onal teaching	
writing. Tutors need to be provided with guidance on what to	Profession portfolio ✓ P	onal teaching includes:	Professi portfolio	onal teaching o includes:	
writing. Tutors need to be provided with guidance on what to do including	Profession portfolion ✓ Popular p	onal teaching includes: ersonal teaching	Professi portfolio ✓ F	onal teaching o includes: Personal teaching	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolio ✓ Profession ✓ Profession ✓ Profession ✓ State Of the Profession Of the Professi	onal teaching includes: ersonal teaching hilosophy	Professi portfolio ✓ F	onal teaching o includes: Personal teaching ohilosophy	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession ✓ Profession ✓ Profession ✓ Profession ✓ Single Option ✓ S	onal teaching includes: ersonal teaching hilosophy tudents reflective	Professi portfolio V F V S	onal teaching o includes: Personal teaching ohilosophy Students reflective	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Professic portfolio ✓ Professic professic ✓ Signature	onal teaching includes: ersonal teaching hilosophy tudents reflective ournals	Professi portfolio ✓ F ✓ S ju	onal teaching o includes: Personal teaching ohilosophy students reflective ournals	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession Professi	onal teaching includes: ersonal teaching hilosophy tudents reflective ournals amples of work	Professi portfolio F F S jo S t	onal teaching o includes: Personal teaching ohilosophy students reflective ournals samples of work	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolio ✓ Profession p ✓ Si jo ✓ Si th	onal teaching includes: ersonal teaching hilosophy tudents reflective ournals amples of work he student teacher as graded,	Professi portfolio F F S j V S t	onal teaching of includes: Personal teaching ohilosophy students reflective ournals samples of work he student teacher	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession Professi	onal teaching includes: ersonal teaching hilosophy tudents reflective ournals amples of work ne student teacher	Professi portfolio F F S iv S t r s	onal teaching of includes: Personal teaching ohilosophy of tudents reflective ournals of work the student teacher has graded,	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession Profe	ersonal teaching ersonal teaching hilosophy tudents reflective ournals amples of work ne student teacher as graded, nowing their	Professi portfolio F F S in t s c	onal teaching of includes: Personal teaching ohilosophy of tudents reflective ournals famples of work he student teacher has graded, howing their	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession portfolion ✓ Profession profes	ersonal teaching ersonal teaching hilosophy tudents reflective burnals amples of work he student teacher as graded, howing their omments.	Professi portfolio F S iv S t c v L	onal teaching of includes: Personal teaching ohilosophy of tudents reflective ournals camples of work he student teacher has graded, howing their comments.	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession portfolion ✓ Profession profes	ersonal teaching includes: ersonal teaching hilosophy tudents reflective ournals amples of work ne student teacher as graded, nowing their omments. ink tutor's	Professi portfolio F F S iv S t r c c c d a	onal teaching of includes: Personal teaching ohilosophy students reflective ournals samples of work he student teacher has graded, howing their comments.	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession portfolion ✓ Profession profes	ersonal teaching ersonal teaching hilosophy tudents reflective burnals amples of work he student teacher as graded, howing their omments. Ink tutor's essessment	Professi portfolio F F S iv S t r c c c d a	onal teaching of includes: Personal teaching ohilosophy of tudents reflective ournals camples of work he student teacher has graded, howing their comments. Link tutor's assessment	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Professic portfolio ✓ P p ✓ Si jc ✓ Si th h sl cc ✓ Li ac cc	ersonal teaching ersonal teaching hilosophy tudents reflective burnals amples of work he student teacher as graded, howing their omments. Ink tutor's essessment	Professi portfolio F F S S t C C C C C C C C C C C C	onal teaching of includes: Personal teaching ohilosophy of tudents reflective ournals camples of work he student teacher has graded, howing their comments. Link tutor's assessment	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession Profe	ersonal teaching ersonal teaching hilosophy tudents reflective ournals amples of work ne student teacher as graded, nowing their omments. Ink tutor's essessment omments	Professi portfolio F F S iv S t t A 1.6 Appr	onal teaching of includes: Personal teaching ohilosophy students reflective ournals samples of work he student teacher has graded, howing their comments. Link tutor's assessment comments	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion ✓ Profession portfolion ✓ Profession profes	ersonal teaching bincludes: ersonal teaching hilosophy tudents reflective burnals amples of work ne student teacher as graded, nowing their omments. Ink tutor's essessment omments tail, ask tutors te classroom	Professi portfolio F F S S C L a 1.6 Appre enquiry	onal teaching of includes: Personal teaching oblilosophy of tudents reflective ournals famples of work the student teacher has graded, thowing their comments. Link tutor's assessment comments	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Professic portfolio ✓ P ✓ p ✓ Si jc ✓ Si th h sl co ✓ Li as co 1.6 In de apprecia enquiry	ersonal teaching hilosophy tudents reflective burnals amples of work he student teacher as graded, howing their omments. ink tutor's ssessment omments tail, ask tutors	Professi portfolio F F F S S C T A A A A A A A A A A A A	onal teaching of includes: Personal teaching ohilosophy students reflective ournals samples of work he student teacher has graded, howing their comments. Link tutor's assessment comments of the comments of	
writing. Tutors need to be provided with guidance on what to do including organisation of Post	Profession portfolion Profes	ersonal teaching hilosophy tudents reflective burnals amples of work ne student teacher as graded, nowing their omments. ink tutor's ssessment omments tail, ask tutors te classroom and action	Professi portfolio F F S j C 1.6 Apprenquiry research student	onal teaching of includes: Personal teaching ohilosophy students reflective ournals samples of work he student teacher has graded, showing their comments. Link tutor's assessment comments of the comments of	

macro teaching in first semester of year four STS.

macro teaching in first semester of year four STS.

Example:

- Description of post intervention data collection
- ✓ Analysis and discussion of post intervention data collection
- ✓ Comparing post and preintervention results for interpretation
- ✓ Writing findings, conclusions and recommendation of the study

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- Analysis and discussion of post intervention data collection
- ✓ Comparing post and preintervention results for interpretation
- ✓ Writing findings, conclusions and recommendation of the study

For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc

1.7 Ask tutors to assist student teachers to prepare for the world of work looking at the future how to adapt and adjust to the environment as a 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

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 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.	community they find themselves. ✓ How to prepare for the licensure examination.	
2 Concept Development (New	GESI ✓ Ascribe roles to both males and females with particular attention to the people of SEN. 2.1 Ask tutors to mention some new concepts from	GESI ✓ Ascribe roles to both males and females with particular attention to the people of SEN. 2.1 Mention some new concepts from lesson 10 of	15 mins
learning likely to arise	lesson 10 of each course	each course	
in lesson/s):			
Identification and	Examples of new	Examples of new	
discussion of new	<u> </u>	•	
	concepts:	concepts:	
learning, potential			
barriers to	Geography (Population	Geography (Population	
learning for	and Development):	and Development):	
student teachers	Population, Environmental	Population, Environmental	
or students, new	degradation, Afforestation,	degradation, Afforestation,	
concepts or	Deforestation,	Deforestation,	
pedagogy being introduced in the	Desertification	Desertification	
lesson, which	History (History of Gender	History (History of Gender	
need to be	and culture in Ghana):	and culture in Ghana):	
		·	
explored with the	femininity, masculinity,	femininity, masculinity,	
SL/HoD	contemporary Ghanaian	contemporary Ghanaian	
NB The guidance for	society, gender equality	society, gender equality	
SL/HoD should set out	and women's activism	and women's activism	
what they need to do			
to introduce and	Social Studies (Regional	Social Studies (Regional	
explain the issues/s	integration and	integration and	
with tutors	international relations):,	international relations):,	
	international relations, AU,	international relations, AU,	
	ECOWAS, UN	ECOWAS, UN	
	RME (Theories of religious and moral development): Religious education, Loukes empirical research,	RME (Theories of religious and moral development): Religious education, Loukes empirical research,	

theories on Roland Goldman

2.2 Ask tutors to 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 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.

theories on Roland Goldman

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RME - (Critical and moral issues I):

Student teachers might hold a biased view of discrimination when they are involved in the practice.

2.3 Ask tutors to discuss
among themselves the
strategies to use when in
the class with the student
teachers and also to get
insight how to overcome
the barriers.

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 and assessment activities for the lesson/s

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

3.1 Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 10.

Examples: Geography: (Population and Development):

Tutor explains the concept of population and environmental degradation.

History: (History of Gender and culture in Ghana):

Tutor leads student teachers to understand gender roles and expectations in contemporary Ghanaian society.

Social Studies: (Regional integration and international relations):

Tutor leads student teachers in a small group activity, questions and answers, whole class discussion

RME: (Theories of religious and moral development):

3.1 Refer to the course manuals in your subject groups and discusses the teaching and learning activities for lesson 10.

Examples: Geography: (Population and Development):

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RME: (Theories of religious and moral development):

- opportunities to use continuous assessment to support student teacher learning
- > Resources:
- links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- Tutor leads Student teacher to understand Loukes empirical research on religious education through analytical and critical whole class discussion.
- 3.2 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need clarification for discussion.
- 3.3 Ask tutors 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 Ask tutors to discuss the teaching and learning activities and explain how they could assist student teachers to integrate issues of GESI, ICT and the

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- 3.2 Read over the teaching and learning activities in your course manuals and identified possible areas they may need clarification for discussion.
- 3.3 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 they could assist student teachers to integrate issues of GESI, ICT and the 21st Century Skills in their lessons.

21st Century Skills in their lessons.

Examples: GESI

- i. Paying special attention to student teachers with disabilities. Eg. 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.

ICT

How to assist student teachers to use:

- i. PowerPoint to present their lessons during peer teaching.
- ii. Smart phones
 to search for
 relevant
 information on
 Google and
 other search
 engines.

21st Century Skills

Use of smart phones and PowerPoint

Examples: GESI

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21st 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 problemsolving skills
- 3.5 Ask tutors to refer to their 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):

- 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 problemsolving skills
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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 Ask tutors to 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 technology):

Primary data(pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc

Social Studies: (Youth and national development):

Audio-visuals 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,

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 technology):

Primary data(pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc

Social Studies: (Youth and national development):

Audio-visuals 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,

	T	T	1
	computers, videos on	computers, videos on	
	discrimination, youtube	discrimination, youtube	
	videos, and course outlines	videos, and course outlines	
	etc.	etc.	
	3.7 Ask tutors to prepare a	3.7 Prepare a detailed plan	
	detailed plan for student	for student teachers to	
	teachers to ensure	ensure effective and	
	effective and efficient	efficient lesson delivery	
	lesson delivery		
4. Evaluation and	4. 1 Ask tutors to reflect	4. 1 Reflect and write	15 mins
review of session:	and write down the main	down the main themes	
a. Tutors need to	themes discussed in the PD	discussed in the PD	
identify critical friends	session.	session.	
to observe lessons			
and report at next	4.2 Ask tutors to share	4.2 Share your points with	
session	their points with	colleagues in their group	
b. Identifying and	colleagues in their group	and then with the larger	
addressing any	and then with the larger	group.	
outstanding issues	group.	8. 5. 4.	
relating to the	8.5.4		
lesson/s for	4. 3 Ask tutors to identify a	4. 3 Identify a critical	
clarification	critical friend to observe	friend to observe their	
	their lessons and give	lessons and give feedback	
	feedback to them and	to them and report during	
	report during PD session	PD session 11.	
	11.	1 5 30331011 11.	
	4.4 Ask tutors to ask	4.4 Ask any further	
	further questions for	questions for clarification	
	clarification if there are	if there are still	
	still outstanding issues.	outstanding issues.	
	Still Outstallullig Issues.	outstanding issues.	
	4.5 Remind tutors to read	4.5 Remember to read	
	lesson 11 of their various	lesson 11 of their various	
	course manuals and	course manuals and	
	mobilize needed resources	mobilize needed resources	
	for the next PD session.	for the next PD session.	
	וטו נווב וובאנ דע שבשטוטוו.	וטו נווב וופגנ דע שפשטוטוו.	

Tutor PD Session 11

Level: JHS Name of Subject: Social Science

SUBJECT: GEOGRAPHY

Courses:

i. Physical Geography (lesson: Glaciers and glacial landforms)

j. Population and Development (Lesson: Population and Environmental Hazards)

SUBJECT: HISTORY

Courses:

k. History of Gender and culture in Ghana (Lesson: Fieldwork presentation)

I. History of science and technology (Lesson: Fieldwork presentation)

SUBJECT: SOCIAL STUDIES

Courses:

k. Regional integration and international relations (Lesson: Teaching and Learning Strategies Regional Integration and International Relations)

I. Youth and national development (Lesson: Ghana's 2010 National Youth Policy)

SUBJECT: RME

Courses:

o. Critical and moral issues I (lesson: Discrimination II)

p. Theories of religious and moral development (lesson: Empirical Research on Religious Education)

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done in the	say during each stage of	participants (Tutors) will	
session. The SWL	the session	do during each stage of the	
should use the bullets		session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1 Ask tutors to reflect on	1.1 Reflect on session 10	20 mins
session	session 10		

- Review prior learning
- A critical friend to share findings for a short discussion and lessons learned
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

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

- 1.2 Ask tutors who acted as critical friends to share findings for a short discussion and lessons learned
- 1.3 Ask tutors to read the introduction part of lesson 11 of each course of the various subjects including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators

Examples

Geography:

The lesson introduces student-teachers to some geomorphic processes and landforms of temperate and polar regions giving them diverse knowledge of the many physical processes operating on the earth's surface. It is expected that some lessons from biophysical systems (weather and climate) will provide background knowledge to student-teachers in the 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

- 1.2 As a critical friends, share your findings for a short discussion and lessons learned
- 1.3 Read the introduction part of lesson 11 of each course of the various subjects including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators

Examples

Geography:

The lesson introduces student-teachers to some geomorphic processes and landforms of temperate and polar regions giving them diverse knowledge of the many physical processes operating on the earth's surface. It is expected that some lessons from biophysical systems (weather and climate) will provide background knowledge to student-teachers in the 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.

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

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.

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

strategies for regional integration and international relations

LI: Identify and explain the appropriate teaching/learning strategies for teaching regional integration and international relations

RMF

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

RMF

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1.4 Ask tutors to identify the distinctive features of lesson 11. 1.4 Identify the distinctive features of lesson 11.

Examples Geography

- Meaning of environmental hazards
- Causes and effects of environmental hazards

Examples Geography

 Meaning of environmental hazards
 Causes and effects of environmental hazards

History

Research presentation

Social Studies

History

Research presentation

Social Studies

As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio	 ➤ 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 1.5 Ask tutors to read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio. 	 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
Development and/or the Action Research Project Report writing, tutors should be provided with	1.6 Ask tutors to discuss ways through which student teachers could be assisted to build their teaching portfolio.	1.6 Discuss ways through which student teachers could be assisted to build their teaching portfolio.
guidance on 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	Examples ✓ Personal teaching philosophy ✓ Students' reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments
	1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research	1.7 Read from pages 91-99 of year 3 STS manual on Action Research

1.4	Discuss with tutors
	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

1.4 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 preintervention results for interpretation
- ✓ Writing findings, conclusions and recommendation of the study

Examples

- Description of post intervention data collection
- Analysis and discussion of post intervention data collection
- ✓ Comparing post and preintervention results for interpretation
- ✓ Writing findings, conclusions and recommendation of the study

For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.8 Discuss with tutors how to 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.

1.8 Discuss how to 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	GESI	
	Assign leadership roles to		
	males, females and people	Assign leadership roles to males, females and people	
	with different forms of	1	
		with different forms of	
2.0000000	disabilities in groups	disabilities in groups	45
2 Concept	2.1 Guide tutors to identify	2.1 Identify new concepts	15 mins
Development (New	new concepts from	from lesson 11	
learning likely to arise	lesson 11 of each		
in lesson/s):	course manual		
> Identification and	.	5	
discussion of new	Examples	Examples	
learning, potential	Geography	Geography	
barriers to	Glacial processes	Glacial processes	
learning for	Types of glaciers	Types of glaciers	
student teachers	Glacier landforms	Glacier landforms	
or students, new			
concepts or	History	History	
pedagogy being	historical problem,	historical problem,	
introduced in the	the context,	the context,	
lesson, which	questions asked,	questions asked,	
need to be	primary and secondary	primary and secondary	
explored with the	sources	sources	
SL/HoD			
NB The guidance for	Social Studies	Social Studies	
SL/HoD should set out	Lesson Introduction	Lesson Introduction	
what they need to do	Teaching/learning	Teaching/learning	
to introduce and	Strategies for Peace	Strategies for Peace	
explain the issues/s	education	education	
with tutors, they	Preparation of lesson to	Preparation of lesson to	
should take feedback	teach the JHS curriculum	teach the JHS curriculum	
to gauge	during STS	during STS	
understanding and			
support tutor	RME	RME	
engagement.	Concepts associated with	Concepts associated with	
	discrimination	discrimination	
	Tribalism	Tribalism	
	Oldboyism/Oldgirlism	Oldboyism/Oldgirlism	
	Nepotism	Nepotism	
	2.2 Ask tutors to identify	2.2 Identify the possible	
	the possible barriers to	barriers to the teaching	
	the teaching and	and learning of lesson	
	learning of lesson 11	11	
	100.1 01 1000011 11		
		l .	İ

require clarification			
where tutors may	p. 21.000 10000111	p. 51.545 1555111	
explaining areas	previous lesson.	previous lesson.	
addressing, and	teachers by reviewing	teachers by reviewing	
learning activities Noting,	lesson to the student –	lesson to the student –	
teaching and	Geography Tutor introduces the	Geography Tutor introduces the	
discussion of the	Examples	Examples	
Reading and			
lesson/s	lesson 11		
activities for the	learning activities for	activities for lesson 11	
and assessment	discuss the teaching and	teaching and learning	
teaching, learning	their course manuals and	manuals and discuss the	
3.Planning for	3.1 Ask tutors to refer to	3.1 Refer to your course	40mins
	publicly acceptable evidence	publicly acceptable evidence	
	theoretical not backed by	theoretical not backed by	
	this topic has been too	this topic has been too	
	Student teachers may see	Student teachers may see	
	RME	RME	
	nation	nation	
	of communities and the	of communities and the	
	leadership to development	leadership to development	
	contributions of traditional	contributions of traditional	
	Lack of understanding on	Lack of understanding on	
	Social Studies	Social Studies	
	from the field to write the report	from the field to write the report	
	Accessing primary and secondary materials/data	Accessing primary and secondary materials/data	
	History	History	
	challenges students may face.	challenges students may face.	
	varied degrees of	varied degrees of	
	handicapped due to the	handicapped due to the	
	YouTube videos will make some students	YouTube videos will make some students	
	The over reliance on	The over reliance on	
	Geography	Geography	
	Examples	Examples	

- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21stC skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher 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.

History

Guide student teachers to discuss their research findings

Social Studies
In a whole class discussion, tutor guides student teachers to share the information they gathered with the class.

RME

Student teachers are guided to find out the methodology of the study that involved asking series of questions (interviews) from over one million students.

- 3.2 Ask tutors to read over the teaching and learning activities in their course manuals and identify possible areas they may need further clarification.
- 3.3 Ask tutors to discuss ways 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 peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum. History

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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.

- Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers
- Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class
- 3.4 Ask tutors to discuss the teaching and learning activities and explain how they could assist 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 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

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- 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. relevant information on Google and other search engines.

21st Century Skills

- Use of smart phones and 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 Ask tutors refer to 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

21st Century Skills

- Use of smart phones and PowerPoint presentations to develop:
- √ digital literacy skills
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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

RME

Discuss the role Africa(ns)/played in the history of Christianity.

relationsfor JHS class

3.6 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 11.

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

History

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Social Studies

Audio-visual's equipment and video clips, pictures and posters

	T ====	T	
	RME	RME	
	Whiteboard, markers,	Whiteboard, markers,	
	smart phones, computers,	smart phones, computers,	
	course outlines etc.	course outlines etc.	
	3.7 Ask tutors to prepare a	3.7 Ask tutors to prepare a	
	detailed plan for student	detailed plan for student	
	teachers to ensure	teachers to ensure	
	efficient lesson delivery	efficient lesson delivery	
4. Evaluation and	4.1 Ask tutors to write	4.1 Write down the main	15 mins
review of session:	down the main themes	themes discussed in the PD	133
Terrent or session.	discussed in the PD session	session and share your	
► Tutors should	and share their points.	points.	
Identifying critical	and share their points.	points.	
friends to observe	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
lessons and report	critical friend to observe	to observe your lessons	
at next session	their lessons before	before session 12.	
	session 12.	before session 12.	
, 0	Session 12.		
addressing any	4.2 Ask tutors to ask	4.2 Ask further questions	
outstanding issues	4.3 Ask tutors to ask	4.3 Ask further questions	
relating to the	further questions for	for clarification.	
lesson/s for	clarification.		
clarification			
	4.4 Remind tutors to read	4.4 Read lesson 12 before	
	lesson 12 before the next	the next PD session.	
	PD session.		

Tutor PD Session 12

Level: JHS Name of Subject: Social Science

Tutor PD Session for Lesson 12 in the Course Manual

SUBJECT: GEOGRAPHY

Courses:

k. Physical Geography (lesson 12: Course Review)

I. Population and Development (Lesson 12: Course Wrap Up One)

SUBJECT: HISTORY

Courses:

m. History of Gender and culture in Ghana (Lesson 12: Course Review)

n. History of science and technology (Lesson 12: Course Review)

SUBJECT: SOCIAL STUDIES

Courses:

- m. Regional integration and international relations (Lesson 12: Summary/Revision of Regional Integration and international Relations)
- n. Youth and national development (Lesson 12: Summary/Revision of the Course 'Youth and National Development')

SUBJECT: RME

Courses:

q. Critical and moral issues (Lesson 12: Term Paper Presentations)

r. Theories of religious and moral development (Lesson 12: Course Review)

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in	
points provide the	the session. What the	Activity during the PD	session	
frame for what is to	SL/HoDs will have to say	Session. What PD Session		
be done in the	during each stage of the	participants (Tutors) will do		
session. The SWL	session	during each stage of the		
should use the bullets		session.		
to guide what they				
write for the SL/HoD				
and tutors to do and				
say during each				
session. Each bullet				
needs to be				
addressed and				
specific reference				
should be made to				
the course manual/s.				

1 Introduction to the session

- Review prior learning
- A critical friend to share findings for a short discussion and lessons learned
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

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

1.1 Through the use of the **KWL** technique, SL activates tutors' prior knowledge on the previous PD session and share their experiences, taking into account the insights gained (What was learnt) and how they were able to apply what was learnt in their teaching and some of the challenges encountered during the last lessons (what they need clarifications on/solutions to): Emphasis should be put on how ttutors were able to address or can address; as well as how these experiences and insights can be transferred to facilitate the smooth recap of the previous lessons and in helping student teacher have a successful transition into their beginning teachership.

NOTE: Tutors collaborate in small groups to identify the challenges faced during the previous PDs (i.e., what was not understood and want to seek clarification on) (W). After going through the challenges that were encountered during the previous PD session(s), ask tutors to discuss what they have Learned / the challenges that have been addressed.

NOTE Explain to participants that for each of

1.1 Tutors through the KWL technique share their experiences. Emphasis should be put on how ttutors were able to address or can address; as well as how these experiences and insights can be transferred to facilitate the smooth recap of the previous lessons and in helping student teacher have a successful transition into their beginning teachership.

20 mins

NOTE: Collaborate in small groups to identify the challenges you faced during the previous PD session(s) and want to seek clarification on or solutions) (W). After going through the challenges discuss what you have Learned/the challenges that have been addressed.

the 8 courses, this PD session on Lesson 12 is the last/final one and every seriousness need to be put in it.

- **1.3** Ask tutors to find a critical friend and share findings for a short discussion and lessons learned so far.
- 1.4 Ask tutors to sit in their subject -based areas (i.e., Geography, History, Social studies and RME) and refer to their course manuals to read the overview of their 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

- **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.

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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 misinformation, and build the necessary support going forward on SEN and Gender issue.

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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.

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The lesson intends to help students to integrate revision and remediation in their preparation to teach the basic school curriculum during STS

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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 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

HISTORY (History of Science and Technology): Lesson Description:

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

RME (Theories of Religion and Moral Development): Lesson Description:

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 Task participants to read out the course

concept discussed during the various lessons.

Purpose of the Lesson:

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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

learning outcomes for lesson 12 from their course manuals for discussion.

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):

CLO: Reflect on lessons learnt so far and state new insights and/or 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

lesson 12 from their course manuals for discussion.

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

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HISTORY (History of Gender and Culture in Ghana):

CLO: Demonstrate the ability to reflect on lessons learnt so far and state new

learnt so far and state new insights and/or grey areas needing remedies (NTS 3a p. 14, NTECF p. 45).

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.

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RME (Critical Moral Issues):

academic presentation (NTS

CLO: Demonstrate skills in

RME (Critical Moral Issues):

CLO: Demonstrate skills in academic presentation (NTS 3 g, h).

3 g, h).

CLI: Make a presentation about your term project

CLI: Make a presentation about your term project

1.6 Ask tutors to identify the distinctive features of lesson 12 of each course from the course manuals.

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

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SOCIAL STUDIES (Youth and National Development)

- i. Shower thoughts
- ii. Importance of revision in teaching and learning

GEOGRAPHY (Population, Environment and Development)

- Reviewing the level of understanding of the lessons 1 to 11.
- ii. Check for learning approach
- iii. Remedies to course topics

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	HISTORY (History of	HISTORY (History of Science	
	Science of Technology)	of Technology)	
	· · · · · · · · · · · · · · · · · · ·	i. Uniqueness and	
	i. Uniqueness and	_	
	diversity among	diversity among	
	students	students	
	ii. Checklist	ii. checklist	
	iii. Remedies to course	iii. Remedies to course	
	topics	topics	
	RME (Theories of Religious	RME (Theories of Religious	
	and Moral Development)	and Moral Development)	
	i. Life-long learning	i. Life-long learning plan	
	plan	ii. K-W-L Chart	
	ii. K-W-L Chart	iii. Mixed-ability groups	
	iii. Mixed-ability groups		
As this course is	1.7 Ask tutors to read pages	1.7 Read pages 114 to 118	
dealing with	114 to 118 of the year 3 STS	of the year 3 STS manual on	
supporting and or	manual on professional	professional teaching	
assessing the	teaching portfolio.	portfolio.	
Professional Teaching			
Portfolio	1.8 Task tutors to discuss	1.8 Discuss ways by which	
Development and	ways by which student	student teachers can be	
Classroom Enquiry	teachers can be assisted to	assisted to build their	
and Action Research	build their teaching	teaching portfolio.	
(CAR) Project Report	portfolio.		
writing, tutors should			
be provided with	E.g., The content of	E.g., The content of	
guidance on what to	Professional teaching	Professional teaching	
do including	portfolio includes:	portfolio includes:	
organisation of Post-	i. Personal teaching	i. Personal teaching	
Internship Seminar.	philosophy	philosophy	
	ii. Student reflective	ii. Student reflective	
	journals	journals	
	iii. Samples of work the	iii. Samples of work the	
	student teacher has	student teacher has	
	graded, showing their	graded, showing their	
	comments.	comments.	
	iv. Link tutor's	iv. Link tutor's assessment	
	assessment comments	comments.	
	1.9 Ask tutors to read from	1.9 Read from pages 91-99	
	pages 91-99 of year 3 STS	of year 3 STS manual on	
	manual on Action Research	Action Research and identify	
	and identify or pick out the	or pick out the various	
	and identity of pick out the	or pick out the various	

various components of an action research that should serve as a guide in complaining their final action research report.

1.10 Discuss with tutors, 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

Example:

- 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 the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.

1.11 SL facilitates the use of group activity to enable tutors discuss practical ways by which student teachers can be assisted to prepare for the world of work while taking into account how to integrate GESI, CCI, ICT as beginning teachers etc.

components of an action research that should serve as a guide in complaining their final action research report.

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Example:

- 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 account how to integrate GESI, 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

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		differences are a		are a strength, and	
	strength, and never			never a weakness.	
		a weakness.			
2 Concept	2.1 Guide tutors to		2.1 B	rainstorm for likely	15 mins
Development (New	brainstorm for likely new		new	concepts from lesson	
learning likely to arise	concepts from lesson			e of each course	
in lesson/s):	twelve of each course				
Identification and					
discussion of new	Exam	ples of new concepts:	Exam	ples of new concepts:	
learning, potential					
barriers to	SOCIA	AL STUDIES (Regional	SOCIAL STUDIES (Regional		
learning for	Integ	ration and	Integ	ration and	
student teachers	Inter	national Relations)	Inter	national Relations)	
or students, new	i.	Differentiated	i.	Differentiated	
concepts or		Instruction		Instruction	
pedagogy being	ii.	Life-long learning	ii.	Life-long learning	
introduced in the	iii.	Governance and	iii.	Governance and	
lesson, which		Citizenship		Citizenship	
need to be	iv.	Basic school	iv.	Basic school	
explored with the		Curriculum		Curriculum	
SL/HoD					
NB The guidance for	GEO	GRAPHY (Physical	GEO	GRAPHY (Physical	
SL/HoD should set out	Geog	raphy)	Geog	raphy)	
what they need to do	i.	Checklist	i.	Checklist	
to introduce and	ii.	Remedies to course	ii.	Remedies to course	
explain the issues/s		topics		topics	
with tutors, they	iii.	Reflection report	iii.	Reflection report	
should take feedback					
to gauge		ORY (History of		ORY (History of Gender	
understanding and	Gend	er and Culture)		Culture)	
support tutor	i.	Remedies to course	iii.	Remedies to course	
engagement.		topics		topics	
	ii.	Historical writing	iv.	Historical writing and	
		and research		research	
	DAAE	(Critical Manal Januar)	DAAE	(Critical Manal Issues)	
	i.	(Critical Moral Issues) Critical moral issues	i.	(Critical Moral Issues) Critical moral issues	
	i. ii.	Field work	ii.	Field work	
	11.	I ICIU WUIK	11.	i ielu work	
	2.2 Ta	ask tutors in their	2.2 Ta	ask tutors in their	
	subje	ct areas to identify the	subje	ct areas to identify the	
	_	ble barriers to the	_	ble barriers to the	
	I -	ing and learning of		ing and learning of	
		n 12 of each course.		n 12 of each course.	
<u> </u>					1

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.
- ii. 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

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	1	T	ı
	the course of the	course of the	
	semester.	semester.	
	2.3 Task tutors to	2.3 Brainstorm for the	
	brainstorm for the	appropriate techniques of	
	appropriate techniques of	instruction how they can	
	instruction how they can	accordingly be strategised to	
	accordingly be strategised	assist student teachers to	
	to assist student teachers to	appreciate these concepts,	
	appreciate these concepts,	overcome the barriers, in	
	overcome the barriers, in	order to optimise learning.	
	order to optimise learning.	E.g., brainstorming, group	
	E.g., brainstorming, group	activities, etc.	
	activities, etc.	·	
3.Planning for	3.1 Task tutors to refer to	3.1 Refer to the course	40 mins
teaching, learning	the course manuals in their	manuals in their subject	
and assessment	subject groups/areas and	groups/areas and discuss	
activities for the	discuss the teaching and	the teaching and learning	
lesson/s	learning activities for lesson	activities for lesson 12.	
Reading and	12.		
discussion of			
the teaching	Examples Teaching and	Examples Teaching and	
and learning	Learning Activities	Learning Activities	
activities			
Noting,	SOCIAL STUDIES (Regional	SOCIAL STUDIES (Regional	
addressing,	Integration and	Integration and	
and explaining	International Relations)	International Relations)	
areas where	Tutor facilitates student	Tutor facilitates student	
tutors may	teachers' connection with	teachers' connection with	
require	relevant previous	relevant previous	
clarification	knowledge/transition to the	knowledge/transition to the	
Noting	new lesson with the use of	new lesson with the use of	
opportunities	questioning.	questioning.	
for making	_	_	
explicit links to	GEOGRAPHY (Physical	GEOGRAPHY (Physical	
the Basic	Geography)	Geography)	
School	Initiate discussion /Talk for	Initiate discussion /Talk for	
Curriculum	learning approach using	learning approach using	
Noting	groupings (Same ability and	groupings (Same ability and	
opportunities	then mixed groups) to	then mixed groups) to	
for integrating:	identify student teachers'	identify student teachers'	
GESI	strengths and weakness in	strengths and weakness in	
rosponsivonoss	1	1., , , , ,	I
responsiveness	the lessons learnt so far.	the lessons learnt so far.	

- 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

HISTORY (History of Gender and Culture)

Seminar: Group student – teachers according to remedy need and mixedability groups and provide specific task assistance in the areas on concept needing remedy.

RME (Critical Moral Issues)

E-learning/Practical Activity: Tutor calls student teachers in turns to present on the outcome of their term projects. Tutor ensures that student teachers incorporate practical activities and/or ICT tools in their presentations.

- **3.2** Guide tutors to go over the teaching and learning activities in their course manuals once again and identify possible areas they may need clarification for discussion.
- **3.3** Lead tutors to 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 teaching the Basic School Curriculum.

For example:

 i. Student teachers do peer-teaching on specific topics to sharpen their skills and

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Student teachers do peer-teaching on specific topics to sharpen their skills and competencies

- used.
 Consideration
 needs to be
 given to local
 availability.
- Tutors should be expected to have a plan for the next lesson for student teachers
- 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** Lead tutors to discuss the teaching and learning activities and explain how they could assist student teachers to integrate issues of GESI, ICT and the 21st 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 to believe in

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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.

ICT

- 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.

21st 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** Guide tutors to refer to their course manuals in

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- c. Critical thinking and problem-solving skills
- **3.5** Guide tutors to refer to their course manuals in their

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)

Student teachers participate actively in group activities in the review of the course unit.

GEOGRAPHY (Population, Environment, and Development)

Student – teachers working in groups during the remedial lessons will ultimately help to assess them for learning.

HISTORY (History of Science and Technology)

Student teachers explain concepts clearly using examples familiar to students.

RME (Theories of Religious and Moral Development)

Student teachers do peertutoring to support themselves overcome challenging parts of the course.

3.6 Ask tutors to identify and discuss relevant teaching and learning resources that can be used to appropriately teach

subject groups to identify and discuss the continuous assessment opportunities in lesson 12 in line with the NTEAP.

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lesson 12 of their various courses.

Examples Relevant 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 languageInterpreter (Resource Person).
- v. Laptop computer/PCs

GEOGRAPHY (Physical Geography)

- i. Course manual Maps, and
- 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

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	RME (Theories of Religious and Moral Development) i. Logistics to facilitate student presentations	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.	3.7 Task tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery and transition to beginning teaching.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any 	 4.1 Task tutors to reflect and write down the main themes discussed in the PD session. 4.2 Ask participants to share their points with colleagues in their group and then with the whole 	4.1 Reflect and write down the main themes discussed in the PD session.4.2 In your group, share your points with colleagues and later share with the whole integrated group.	15 mins
outstanding issues relating to the lesson/s for clarification	integrated group. 4.3 Ask each tutor to give a brief summary of this semester's PD sessions; thus, the successes and challenges.	4.3 Individually, give summary of this semester's PD sessions; thus, the successes and challenges	
	4.4 Ask tutors to pose further questions for clarification if there are still outstanding issues.	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)

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	Either 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 - 20%
WEIGHT	Overall weighting of project = 30%	Overall weighting of project = 30% Weighting of individual parts of portfolio
	Weighting of individual	out of 100
	parts of project out of 100	· Each item of work - 30
į	hairs of biolect out of 100	Each item of work - 30

	 Introduction – 10 Methodology – 20 Substantive section – 40 Conclusion – 30 	 Mid semester assessment - 30 - if applicable Presentation and organisation of portfolio - 10
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 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.

ACKNOWLEDGEMENTS

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

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	Dr. John Sedofia	University of Ghana, Legon Accra

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	Fadilata Seidu	Nusrat Jahan Ahmadiyya College of Education, Wa
	Kweku Essia Donkor	University of Education, Winneba
	Dr. Yaw Nyadu Offei	University of Education, Winneba
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	Valentina Osei-Himah	Atebubu College of Education, Atebubu
	Comfort Korkor Sam	University for Development Studies, Tamale
	Ambrose Ayikue	St. Francis College of Education, Hohoe
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		Mampong
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	Rev Godwin Gbadagba	Dambai College of Education, Dambai
	David Ankutse	Accra College of Education
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	Stephen Koomson	St Vincent College of Education, Yendi
	Joseph Mihaye	Accra College of Education, Accra
	Ibrahim Abudulai	Gambaga College of Education, Gambaga
	Limpu Isaac Digbun	Bagabaga College of Education, Tamale
	Felix Dongballe	McCoy College of Education, Nadowli
	Burukum Achor	Dambai College of Education, Dambai
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