

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

HANDBOOK FOR COORDINATORS





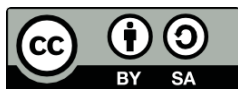
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**TUTOR PROFESSIONAL
DEVELOPMENT HANDBOOK:
B.Ed in Initial Teacher
Education
Social Science Year 4**

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:
 - 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
 Subject: Social Science
 Year 4

Semester 2

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)

<p>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
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<p>1a Introduction to the semester – in session one</p> <ul style="list-style-type: none"> ➤ Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s. ➤ Introduction to the course manual/s ➤ Overview of course learning outcomes ➤ Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components Appendix NB in subjects where there are no assessment components in the course manuals examples will need to be provided by the SWL for the SL/HoD 	<p>1A.</p> <p>Subject lead welcomes tutors to the first PD session of year 4 semester 2 and explains to them that this semester has 8 courses, two courses for each subject area.</p> <p><i>E.g., Lead reminds participants that this is the last semester of the four-year B. Ed curriculum.</i></p> <p><i>Tutors are reminded that this semester is unique in the sense that student teachers are preparing for the world of work. We are also reminded that our student teachers are returning from their 12-week practicum. We are therefore to prepare ourselves to guide and assist them to find solutions to the challenges they encountered and prepare them adequately for the task ahead.</i></p> <p>1.1 Ask tutors to sit in their subject based areas i.e., Geography, History, Social studies and RME.</p> <p>1.2 Ask tutors to refer to their course manuals to read the overview of their various courses, taking note of the course descriptions and course goals.</p> <p>Examples of Course Descriptions and Goals:</p>	<p>1.1 Sit according to your subject areas i.e., Geography, History, Social studies and RME</p> <p>1.2 Refer to your course manual to read the overview of your courses, taking note of the course descriptions and course goals.</p> <p>Examples of Course Descriptions and Goals:</p>	<p>20 mins</p>
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<p>1b Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Regional Integration and International Relations: This course intends to build the knowledge and understanding of student teachers on the different</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Regional Integration and International Relations: This course intends to build the knowledge and understanding of student teachers on the different</p>	
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	<p>perspective of regional integration in Africa as well the changing aspect of international relations</p> <p>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.</p> <p>Critical and Moral Issues: <i>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.</i></p> <p>Goal: <i>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.</i></p> <p>1.3 Guide participants to discuss the contextual</p>	<p>perspective of regional integration in Africa as well the changing aspect of international relations</p> <p>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.</p> <p>Critical and Moral Issues: <i>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.</i></p> <p>Goal: <i>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.</i></p> <p>1.3 Discuss in your subject groups the contextual</p>	
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	<p>issues within which each course is designed in their subject based groups.</p> <p>Examples of Contextual issues:</p> <p>Physical Geography: <i>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.</i></p> <p>History of Science and Technology: <i>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.</i></p> <p>Youth and National Development: <i>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</i></p>	<p>issues within which your course is designed</p> <p>Examples of Contextual issues:</p> <p>Physical Geography: <i>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.</i></p> <p>History of Science and Technology: <i>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.</i></p> <p>Youth and National Development: <i>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</i></p>	
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	<p><i>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</i></p> <p>Theories of Religious and Moral Development: <i>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.</i></p> <p>1.4 Ask participants to read out the course learning outcomes from their course manuals for discussion.</p> <p>Examples CLOs and CLIs Physical Geography: CLOs <i>Describe the earth minerals and rock types</i> CLIs</p>	<p><i>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</i></p> <p>Theories of Religious and Moral Development: <i>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.</i></p> <p>1.4 Read out the course learning outcomes from your course manual for discussion.</p> <p>Examples CLOs and CLIs Physical Geography: CLOs <i>Describe the earth minerals and rock types</i> CLIs</p>	
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	<p><i>Identify the major minerals and their constituents in the types of rocks</i></p> <p>History of Science and Technology CLOs <i>Understand the earliest forms and external influence of science and technology in Ghana (NTS 2c p. 13, NTECF p. 45)</i> CLIs</p> <ol style="list-style-type: none"> <i>i. Explain the earliest developments in science and technology in Ghana</i> <i>ii. Describe the impact of Europeans at science and technology on that of indigenous Ghanaian society</i> <p>Youth and National Development CLOs <i>Appreciate the current status and challenges of the youth (NTS 2c, e, and f: NTECF p. 20-22; p. 45-46)</i> CLIs</p> <ol style="list-style-type: none"> <i>i. Describe the current status of the youth</i> <i>ii. Evaluate the challenges of the youth</i> <p>Theories of Religious and Moral Development: CLOs <i>Demonstrate understanding and appreciation of religious and moral</i></p>	<p><i>Identify the major minerals and their constituents in the types of rocks</i></p> <p>History of Science and Technology CLOs <i>Understand the earliest forms and external influence of science and technology in Ghana (NTS 2c p. 13, NTECF p. 45)</i> CLIs</p> <ol style="list-style-type: none"> <i>iii. Explain the earliest developments in science and technology in Ghana</i> <i>iv. Describe the impact of Europeans at science and technology on that of indigenous Ghanaian society</i> <p>Youth and National Development CLOs <i>Appreciate the current status and challenges of the youth (NTS 2c, e, and f: NTECF p. 20-22; p. 45-46)</i> CLIs</p> <ol style="list-style-type: none"> <i>iii. Describe the current status of the youth</i> <i>iv. Evaluate the challenges of the youth</i> <p>Theories of Religious and Moral Development: CLOs <i>Demonstrate understanding and appreciation of religious and moral</i></p>	
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	<p><i>development theories and apply them in line with religious and moral needs of learners (NTS 2f; NTECF p 20)</i></p> <p><i>CLIs</i></p> <ul style="list-style-type: none"> <i>i. Discuss the implications of the theories of teaching and learning</i> <i>ii. Appraise the relevance of developmental theories to teaching and learning</i> <p>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.</p> <p><i>For example</i> <i>Overall weighting of Subject project = 30%</i> <i>Weighting of individual parts of project out of 100%:</i></p> <ul style="list-style-type: none"> <i>➤ Introduction – 10</i> <i>➤ Methodology – 20</i> <i>➤ Substantive section – 40</i> <i>➤ Conclusion – 30</i> <p><i>Examples of subject projects:</i></p> <p><i>Geography (Population, Environment and Development):</i></p>	<p><i>development theories and apply them in line with religious and moral needs of learners (NTS 2f; NTECF p 20)</i></p> <p><i>CLIs</i></p> <ul style="list-style-type: none"> <i>iii. Discuss the implications of the theories of teaching and learning</i> <i>iv. Appraise the relevance of developmental theories to teaching and learning</i> <p>1.5 Read the assessment components in your course manuals and discuss how they are to be implemented in line with the NTEAP.</p> <p><i>For example</i> <i>Overall weighting of Subject project = 30%</i> <i>Weighting of individual parts of project out of 100%:</i></p> <ul style="list-style-type: none"> <i>➤ Introduction – 10</i> <i>➤ Methodology – 20</i> <i>➤ Substantive section – 40</i> <i>➤ Conclusion – 30</i> <p><i>Examples of subject projects:</i></p> <p><i>Geography (Population, Environment and Development):</i></p>	
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	<p><i>Field visit with a check list to identifiable natural and cultural resources site to record population and resource utilization and present a report</i></p> <p>History (history of Gender and Culture in Ghana): <i>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</i></p> <p>Social Studies (Regional Integration and International Relations): <i>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.</i></p> <p>RME (Critical and Moral Issues): <i>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</i></p>	<p><i>Field visit with a check list to identifiable natural and cultural resources site to record population and resource utilization and present a report</i></p> <p>History (history of Gender and Culture in Ghana): <i>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</i></p> <p>Social Studies (Regional Integration and International Relations): <i>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.</i></p> <p>RME (Critical and Moral Issues): <i>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</i></p>	
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	<p><i>working together to take an action towards curbing the identified social ills. Power point presentation</i></p> <p>Overall weighting of Subject Portfolio = 30% <i>Weighting of individual parts of portfolio out of 100%:</i></p> <p><i>(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%.</i></p> <p>End of semester examination 40% Summative assessment from lesson one to 12</p> <p>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).</p> <p><i>Examples of anticipated challenges:</i></p> <ul style="list-style-type: none"> ➤ <i>Use of ICT</i> ➤ <i>How to integrate GESI and ICT in lesson delivery</i> 	<p><i>working together to take an action towards curbing the identified social ills. Power point presentation</i></p> <p>Overall weighting of Subject Portfolio = 30% <i>Weighting of individual parts of portfolio out of 100%:</i></p> <p><i>(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%.</i></p> <p>End of semester examination 40% Summative assessment from lesson one to 12</p> <p>1B 1.6 Share your experiences of year three semester 2 PD sessions and how you applied the activities and methods in your lesson (positives and challenges you encountered in the classroom).</p> <p><i>Examples of anticipated challenges:</i></p> <ul style="list-style-type: none"> ➤ <i>Use of ICT</i> ➤ <i>How to integrate GESI and ICT in lesson delivery</i> 	
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	<ul style="list-style-type: none"> ➤ <i>How to manage large class size etc.</i> ➤ <i>Unstable internet connectivity</i> ➤ <i>Power outages</i> ➤ <i>The six weeks virtual learning made the implementation of PD sessions ineffective.</i> <p>1.7 Ask tutors to read the introduction part of lesson 1 of each course including lesson description and student teachers' previous knowledge.</p> <p><i>Examples of lesson descriptions:</i></p> <p><i>Geography (The solar system):</i></p> <p><i>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.</i></p> <p><i>History (History of Arts, Science and Technology):</i></p> <p><i>As an introductory lesson it seeks to dispel the erroneous notion of either none existing or unproductive economy prior to foreign contact and engagement.</i></p>	<ul style="list-style-type: none"> ➤ <i>How to manage large class size etc.</i> ➤ <i>Unstable internet connectivity</i> ➤ <i>Power outages</i> ➤ <i>The six weeks virtual learning made the implementation of PD sessions ineffective.</i> <p>1.7 Read the introduction part of lesson 1 of your course including lesson description and student teachers' previous knowledge.</p> <p><i>Examples of lesson descriptions:</i></p> <p><i>Geography (The solar system):</i></p> <p><i>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.</i></p> <p><i>History (History of Arts, Science and Technology):</i></p> <p><i>As an introductory lesson it seeks to dispel the erroneous notion of either none existing or unproductive economy prior to foreign contact and engagement.</i></p>	
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	<p>Social Studies (Youth and National Development):</p> <p><i>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.</i></p> <p>RME (Critical and Moral Issues):</p> <p><i>In this lesson student teachers will be exposed to the course learning outcomes including expectations for the three assessments through interactive pedagogies.</i></p> <p>Examples of prior knowledge:</p> <p>Geography (The solar system):</p> <p><i>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.</i></p> <p>History (History of Arts, Science and Technology):</p> <p><i>From the course (Economic History of Ghana – Pre-Colonial Times to the End of the Colonial Period),</i></p>	<p>Social Studies (Youth and National Development):</p> <p><i>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.</i></p> <p>RME (Critical and Moral Issues):</p> <p><i>In this lesson student teachers will be exposed to the course learning outcomes including expectations for the three assessments through interactive pedagogies.</i></p> <p>Examples of prior knowledge:</p> <p>Geography (The solar system):</p> <p><i>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.</i></p> <p>History (History of Arts, Science and Technology):</p> <p><i>From the course (Economic History of Ghana – Pre-Colonial Times to The End of the Colonial Period),</i></p>	
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	<p><i>students have prior knowledge of productive scientific and technological engagements in craft, mining and agriculture.</i></p> <p>Social Studies (Youth and National Development): <i>Student teachers are in their youth, and are familiar with some of the challenges they faced.</i></p> <p>RME (Critical and Moral Issues): <i>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.</i></p> <p>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.</p> <p>Examples of LOs and Lis:</p> <p>Geography (Population, Environment and Development): LO <i>Familiarise with population terms and concepts</i></p>	<p><i>students have prior knowledge of productive scientific and technological engagements in craft, mining and agriculture.</i></p> <p>Social Studies (Youth and National Development): <i>Student teachers are in their youth, and are familiar with some of the challenges they faced.</i></p> <p>RME (Critical and Moral Issues): <i>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.</i></p> <p>1.8 Read out and engage in shower thought for the linkages between the lesson learning outcomes and learning indicators of lesson 1 of your course.</p> <p>Examples of LOs and Lis:</p> <p>Geography (Population, Environment and Development): LO <i>Familiarise with population terms and concepts</i></p>	
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	<p>LIs <i>Describe the population terms and concepts in their own words</i></p> <p>History (History of Gender and culture in Ghana): LO <i>Demonstrate understanding of the course requirement and expectation for the semester.</i></p> <p>LIs <i>Identify and discuss some of the expectations of the course.</i></p> <p>Social Studies (Regional Integration and International Relations): LO <i>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)</i></p> <p>LIs <i>Identify significant accomplishment chalked by the ECOWAS, AU, CN, and UN to date</i></p> <p>RME (Theories of Religious and Moral Development): LO <i>Demonstrate knowledge and understanding of the nature of the course</i></p> <p>LIs <i>i. Asking questions and providing answers relating</i></p>	<p>LIs <i>Describe the population terms and concepts in their own words</i></p> <p>History (History of Gender and culture in Ghana): LO <i>Demonstrate understanding of the course requirement and expectation for the semester.</i></p> <p>LIs <i>Identify and discuss some of the expectations of the course.</i></p> <p>Social Studies (Regional Integration and International Relations): LO <i>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)</i></p> <p>LIs <i>Identify significant accomplishment chalked by the ECOWAS, AU, CN, and UN to date</i></p> <p>RME (Theories of Religious and Moral Development): LO <i>Demonstrate knowledge and understanding of the nature of the course</i></p> <p>LIs <i>i. Asking questions and providing answers relating</i></p>	
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	<p style="text-align: right;"><i>to the nature of the course</i></p> <p>ii. <i>Agreement to and acceptance of conditions and terms for teaching and learning</i></p> <p>1.9 Ask tutors to identify the distinctive features of lesson one of each course from the course manuals.</p> <p>Geography (solar system):</p> <p>i. <i>Definition and components of the solar system- the universe</i></p> <p>ii. <i>Earth planetary system –earth shape and size</i></p> <p>iii. <i>Earth motions (rotation and revolution)</i></p> <p>History (Introductory Lesson):</p> <p>i. <i>Course requirements and expectation for the semester</i></p> <p>ii. <i>What is Arts, science and technology and why is it relevant</i></p> <p>iii. <i>Assessment modes</i></p> <p>Social Studies (Understanding the Concept of Diplomacy and Diplomatic Relations):</p>	<p style="text-align: right;"><i>to the nature of the course</i></p> <p>ii. <i>Agreement to and acceptance of conditions and terms for teaching and learning</i></p> <p>1.9 Identify the distinctive features of lesson one of your courses from the course manual.</p> <p>Geography (solar system):</p> <p>iv. <i>Definition and components of the solar system- the universe</i></p> <p>v. <i>Earth planetary system –earth shape and size</i></p> <p>vi. <i>Earth motions (rotation and revolution)</i></p> <p>History (Introductory Lesson):</p> <p>iv. <i>Course requirements and expectation for the semester</i></p> <p>v. <i>What is Arts, science and technology and why is it relevant</i></p> <p>vi. <i>Assessment modes</i></p> <p>Social Studies (Understanding the Concept of Diplomacy and Diplomatic Relations):</p>	
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	<p>i. Lesson introduction to course manual/lesson</p> <p>ii. The meaning of conflict</p> <p>iii. Differences between diplomacy and diplomatic relations</p> <p>iv. Types of diplomacy and international relations</p> <p>v. Teaching the basic school curriculum</p> <p>RME (Introduction to The Course):</p> <p>i. Expectations</p> <p>ii. Description and background of Goldman theory of religious development</p>	<p>vi. Lesson introduction to course manual/lesson</p> <p>vii. The meaning of conflict</p> <p>viii. Differences between diplomacy and diplomatic relations</p> <p>ix. Types of diplomacy and international relations</p> <p>x. Teaching the basic school curriculum</p> <p>RME (Introduction to the Course):</p> <p>iii. Expectations</p> <p>Description and background of Goldman theory of religious development</p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Intern Seminar.</p>	<p>1.10 Ask tutors to read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.11. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>E.g., The content of Professional teaching portfolio includes:</p> <p>✓ Personal teaching philosophy</p>	<p>1.10 Read pages 114-118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.11. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>E.g., The content of Professional teaching portfolio includes:</p> <p>✓ Personal teaching philosophy</p>	

	<ul style="list-style-type: none"> ✓ Students' reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments <p>1.12 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research</p> <p>1.13 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</p> <p>Example:</p> <ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ Students' reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments <p>1.12 Read from pages 91-99 of year 3 STS manual on Action Research</p> <p>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</p> <p>Example:</p> <ul style="list-style-type: none"> ✓ 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 	
<i>For each session remember this is the final semester before Students start teaching</i>	1.14 Discuss with tutors how to assist student teachers to prepare for the world of work taking into consideration how to	1.14 Discuss how you will assist student teachers to prepare for the world of work taking into consideration how to	

<p>provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</p>	<p>integrate GESI, CCI, ICT as beginning teachers etc examples:</p> <ul style="list-style-type: none"> ✓ How to prepare for the licensure examination. ✓ How to manage placement issues. ✓ Community engagement ✓ How to handle controversial issues <p>GESI</p> <ul style="list-style-type: none"> ✓ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> 	<p>integrate GESI, CCI, ICT as beginning teachers etc examples:</p> <ul style="list-style-type: none"> ✓ How to prepare for the licensure examination. ✓ How to manage placement issues. ✓ Community engagement ✓ How to handle controversial issues <p>GESI</p> <ul style="list-style-type: none"> ✓ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> 	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce</p>	<p>2.1 Guide tutors to brainstorm the likely new concepts from lesson one of each course</p> <p>Examples of new concepts:</p> <p>Geography (Basic Concepts and Tools in Population Studies): Demography, population change, population density, birth rate, mortality and death rate.</p> <p>History (Introductory Lesson): Gender stereotyping, femininity, masculinity, gender and culture</p>	<p>2.1 Brainstorm the likely new concepts from lesson one of your courses</p> <p>Examples of new concepts:</p> <p>Geography (Basic Concepts and Tools in Population Studies): Demography, population change, population density, birth rate, mortality and death rate.</p> <p>History (Introductory Lesson): Gender stereotyping, femininity, masculinity, gender and culture</p>	<p>15 mins</p>

<p>and explain the issues/s with tutors</p>	<p>Social Studies (Understanding the Concepts of Diplomacy and Diplomatic Relations): Diplomacy, diplomatic relations, integration</p> <p>RME (Introduction to the Course): Bribery, corruption</p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson one of each course.</p> <p>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.</p> <p>History – Introductory Lesson: Students’ cultural and religious backgrounds may affect their appreciation of gender issues in contemporary Ghana.</p> <p>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</p>	<p>Social Studies (Understanding the Concepts of Diplomacy and Diplomatic Relations): Diplomacy, diplomatic relations, integration</p> <p>RME (Introduction to the Course): Bribery, corruption</p> <p>2.2 In your subject areas identify the possible barriers to the teaching and learning of lesson one of your courses.</p> <p>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.</p> <p>History – Introductory Lesson: Students’ cultural and religious backgrounds may affect their appreciation of gender issues in contemporary Ghana.</p> <p>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</p>	
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	<p>of abuse in some countries could affect their appreciation of International Relations.</p> <p>RME - (Introduction to the Course): Some students might be engaged in corrupt practices including cheating in examinations and may therefore have challenges accepting the meaning of corruption.</p> <p>2.3 Lead tutors to brainstorm the appropriate strategies to assist student teachers to appreciate these concepts and overcome the barriers. E.g., brainstorming, group activities, etc.</p>	<p>of abuse in some countries could affect their appreciation of International Relations.</p> <p>RME - (Introduction to the Course): Some students might be engaged in corrupt practices including cheating in examinations and may therefore have challenges accepting the meaning of corruption.</p> <p>2.3 Brainstorm the appropriate strategies you will use to assist student teachers to appreciate these concepts and overcome the barriers. E.g., brainstorming, group activities, etc.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum 	<p>3.1 Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 1.</p> <p>Examples: Geography: (Solar System): Tutor introduces the lesson to students by explaining the solar system.</p> <p>History: (Introductory Lesson): Tutor leads student teachers to read through the course learning outcomes and discuss how the lessons will be structured.</p>	<p>3.1 Refer to the course manuals in your subject groups and discuss the teaching and learning activities for lesson 1.</p> <p>Examples: Geography: (Solar System): Tutor introduces the lesson to students by explaining the solar system.</p> <p>History: (Introductory Lesson): Tutor leads student teachers to read through the course learning outcomes and discuss how the lessons will be structured.</p>	

<ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be 	<p>Social Studies: (Introduction/Conceptual Issues and Current Status of the Youth in Ghana): KWL, Shower thought, Differentiated task grouping</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>For example</p> <ul style="list-style-type: none"> ➤ <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> ➤ <i>Student teachers prepare a lesson plan on</i> 	<p>Social Studies: (Introduction/Conceptual Issues and Current Status of the Youth in Ghana): KWL, Shower thought, Differentiated task grouping</p> <p>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.</p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion.</p> <p>3.3 Brainstorm how to assist student teachers to appreciate these teaching and learning activities to be able to apply them in teaching the Basic School Curriculum.</p> <p>For example</p> <ul style="list-style-type: none"> ➤ <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> ➤ <i>Student teachers prepare a lesson plan on</i> 	
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<p>given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>any topic from the JHS curriculum to do peer teaching in the class</i></p> <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> ➤ <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> ➤ <i>Paying attention to people with different learning preferences</i> ➤ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <ul style="list-style-type: none"> ➤ <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> ✓ <i>PowerPoint to present their lessons during peer teaching.</i> ✓ <i>Smart phones to search for relevant</i> 	<p><i>any topic from the JHS curriculum to do peer teaching in the class</i></p> <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> ➤ <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> ➤ <i>Paying attention to people with different learning preferences</i> ➤ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <ul style="list-style-type: none"> ➤ <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> ✓ <i>PowerPoint to present their lessons during peer teaching.</i> ✓ <i>Smart phones to search for relevant</i> 	
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	<p><i>information on Google and other search engines.</i></p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ➤ <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> ✓ <i>digital literacy skills</i> ✓ <i>Innovation and creativity</i> ➤ <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> ✓ <i>communication and Collaboration skills</i> ✓ <i>Leadership and personal development</i> ✓ <i>Critical thinking and problem-solving skills</i> <p>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.</p> <p>Examples: Geography: (Solar System): <i>Student teachers describe the shape of the earth</i></p> <p>History: (Introductory Lesson): <i>Student teachers discuss key concepts and terms in gender studies</i></p>	<p><i>information on Google and other search engines.</i></p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ➤ <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> ✓ <i>digital literacy skills</i> ✓ <i>Innovation and creativity</i> ➤ <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> ✓ <i>communication and Collaboration skills</i> ✓ <i>Leadership and personal development</i> ✓ <i>Critical thinking and problem-solving skills</i> <p>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.</p> <p>Examples: Geography: (Solar System): <i>Student teachers describe the shape of the earth</i></p> <p>History: (Introductory Lesson): <i>Student teachers discuss key concepts and terms in gender studies</i></p>	
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	<p>Social studies: (Understanding the Concepts of Diplomacy and International Relations): Reflective paper on the importance of diplomacy in personal life and human relations.</p> <p>RME: (Bribery and Corruption): Student teachers answer questions orally on the requirements of the three components and expectation for each one of them.</p> <p>3.6 Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 1 of their various courses.</p> <p>Examples: Geography: (The Solar System): Course manual, maps and globe, YouTube videos, laptops, projectors etc</p> <p>History:(Introductory Lesson): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc</p> <p>Social Studies: (Introduction/Conceptual Issues and Current Status): Audio-visual equipment and video clips on law and</p>	<p>Social studies: (Understanding the Concepts of Diplomacy and International Relations): Reflective paper on the importance of diplomacy in personal life and human relations.</p> <p>RME: (Bribery and Corruption): Student teachers answer questions orally on the requirements of the three components and expectation for each one of them.</p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 1 of your various courses.</p> <p>Examples: Geography: (The Solar System): Course manual, maps and globe, YouTube videos, laptops, projectors etc</p> <p>History:(Introductory Lesson): Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc</p> <p>Social Studies: (Introduction/Conceptual Issues and Current Status): Audio-visual equipment and video clips on law and</p>	
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	<p>order, pictures and posters depicting orderliness and disorderliness</p> <p>RME: (Introduction to the Course): Whiteboard, markers, smart phones, computers, course outlines etc.</p> <p>3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery</p>	<p>order, pictures and posters depicting orderliness and disorderliness</p> <p>RME: (Introduction to the Course): Whiteboard, markers, smart phones, computers, course outlines etc.</p> <p>3.7 Prepare a detailed plan for student teachers to ensure efficient lesson delivery</p>	
<p>4. Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Ask participants to share their points with colleagues in their group and then with the larger group.</p> <p>4.3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 2.</p> <p>4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.</p> <p>4.5 Remind tutors to read lesson 2 of their various course manuals and mobilize needed resources for the next PD session.</p>	<p>4.1 Reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your group and then with the larger group.</p> <p>4.3 Identify a critical friend to observe your lessons and give feedback to you and report during PD session 2.</p> <p>4.4 Ask further questions for clarification if any.</p> <p>4.5 Read lesson 2 from your course manual for the next PD session.</p>	15 mins

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

<p>should be made to the course manual/s.</p>			
<p>1b Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1B</p> <p>1.1 Ask participants to share their experiences of year 4 semester 2 PD session 1 and how they applied the activities and methods in their lessons taking into consideration benefits and challenges they encountered in the classroom).</p> <p><i>Examples of anticipated challenges:</i></p> <ul style="list-style-type: none"> ➤ <i>How to integrate GESI and ICT in lesson delivery</i> ➤ <i>How to manage large class size etc.</i> ➤ <i>Unstable internet connectivity</i> ➤ <i>Power outages</i> ➤ <i>Virtual learning and its effects on the implementation of PD sessions.</i> <p>1.2 Ask tutors to read the introduction part of lesson 2 of each course including lesson description and student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>Examples of lesson descriptions:</i></p> <p><i>Geography (Physical Geography):</i></p>	<p>1.1 Share your experiences of year 4 semester 2 PD session 1 and how you applied the activities and methods in your lesson taking into consideration benefits and challenges you encountered in the classroom).</p> <p><i>Examples of anticipated challenges:</i></p> <ul style="list-style-type: none"> ➤ <i>How to integrate GESI and ICT in lesson delivery</i> ➤ <i>How to manage large class size etc.</i> ➤ <i>Unstable internet connectivity</i> ➤ <i>Power outages</i> ➤ <i>Virtual learning and its effect on the implementation of PD sessions.</i> <p>1.2 Read the introduction part of lesson 2 of your course including lesson description and student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>Examples of lesson descriptions:</i></p> <p><i>Geography (Physical Geography):</i></p>	<p>20 mins</p>

	<p><i>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.</i></p> <p>History (History of Science and Technology): <i>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.</i></p> <p>Social Studies (Youth and National Development): <i>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.</i></p> <p>RME (Critical and Moral Issues I): <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</i></p>	<p><i>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.</i></p> <p>History (History of Science and Technology): <i>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.</i></p> <p>Social Studies (Youth and National Development): <i>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.</i></p> <p>RME (Critical and Moral Issues I): <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</i></p>	
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	<p><i>so that they are able to teach the concept in RME.</i></p> <p>Examples of prior knowledge:</p> <p>Geography (Physical Geography): <i>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.</i></p> <p>History (History of Science and Technology):</p> <p><i>Student teachers are familiar with health care activities from the various societies they come from.</i></p> <p>Social Studies (Youth and National Development): <i>Have previous knowledge on the concepts of Youth and national development as well status of the youth.</i></p> <p>RME (Critical and Moral Issues): <i>Student teachers have experienced bribery and corruption either victims or beneficiaries.</i></p> <p>1.3. Lead tutors to read out and shower thought for the</p>	<p><i>so that they are able to teach the concept in RME.</i></p> <p>Examples of prior knowledge:</p> <p>Geography (Physical Geography): <i>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.</i></p> <p>History (History of Science and Technology):</p> <p><i>Student teachers are familiar with health care activities from the various societies they come from.</i></p> <p>Social Studies (Youth and National Development): <i>Have previous knowledge on the concepts of Youth and national development as well status of the youth.</i></p> <p>RME (Critical and Moral Issues): <i>Student teachers have experienced bribery and corruption either victims or beneficiaries.</i></p> <p>1.3 Read out and shower thought for the linkages</p>	
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	<p>linkages between the lesson learning outcomes and learning indicators of lesson 2 of each course.</p> <p>Examples of LOs and Lis:</p> <p>Geography (Population and Development): LO <i>Familiarize with the Malthusian theory.</i></p> <p>LI <i>Student - Teachers should be able to explain the Malthusian Theory</i></p> <p>History (History of Gender and culture in Ghana): LO <i>Demonstrate understanding of some Key terms in Gender History</i></p> <p>LI <i>Mention and explain key terms in Gender History.</i></p> <p>Social Studies (The significance of Diplomacy in international Relations): LO <i>Demonstrate knowledge and understanding of who a diplomat is</i></p> <p>LI <i>Explain the meaning of diplomat</i></p> <p>RME (Theories of Religious Development): LO <i>Explain religious developmental theory by</i></p>	<p>between the lesson learning outcomes and learning indicators of lesson 2 of your course.</p> <p>Examples of LOs and Lis:</p> <p>Geography (Population and Development): LO <i>Familiarize with the Malthusian theory.</i></p> <p>LI <i>Student - Teachers should be able to explain the Malthusian Theory</i></p> <p>History (History of Gender and culture in Ghana): LO <i>Demonstrate understanding of some Key terms in Gender History</i></p> <p>LI <i>Mention and explain key terms in Gender History.</i></p> <p>Social Studies (The significance of Diplomacy in international Relations): LO <i>Demonstrate knowledge and understanding of who a diplomat is</i></p> <p>LI <i>Explain the meaning of diplomat</i></p> <p>RME (Theories of Religious Development): LO <i>Explain religious developmental theory by</i></p>	
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	<p><i>Goldman with appropriate LI</i> <i>Describe the theory of religious development by Roland Goldman</i></p> <p>1.4 Ask participants to identify the distinctive features of lesson 2 of each course from the course manuals.</p> <p>Geography (Physical Geography):</p> <ul style="list-style-type: none"> <i>i. Structure of the earth</i> <i>ii. Minerals and rocks of the earth</i> <i>iii. The rock cycles</i> <p>History (History of science and technology):</p> <ul style="list-style-type: none"> <i>i. Nature of Indigenous Ghanaian health care delivery system before the colonial period.</i> <i>ii. Indigenous Ghanaian Medicinal processes</i> <i>iii. Religious dimensions of indigenous health care</i> <p>Social Studies (Regional Integration and International Relations):</p> <ul style="list-style-type: none"> <i>i. Who is a Diplomat</i> 	<p><i>Goldman with appropriate LI</i> <i>Describe the theory of religious development by Roland Goldman</i></p> <p>1.4 Identify the distinctive features of lesson 2 of your course from the course manual.</p> <p>Geography (Physical Geography)</p> <ul style="list-style-type: none"> <i>i. Structure of the earth</i> <i>ii. Minerals and rocks of the earth</i> <i>iii. The rock cycles</i> <p>History (History of science and technology):</p> <ul style="list-style-type: none"> <i>i. Nature of Indigenous Ghanaian health care delivery system before the colonial period.</i> <i>ii. Indigenous Ghanaian Medicinal processes</i> <i>iii. Religious dimensions of indigenous health care</i> <p>Social Studies (Regional Integration and International Relations):</p> <ul style="list-style-type: none"> <i>i. Who is a Diplomat</i> 	
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	<ul style="list-style-type: none"> ii. Diplomatic Functions iii. The importance of Diplomacy in international relations iv. Diplomacy in Personal life and human relation <p>RME (Critical and Moral Issues I):</p> <ul style="list-style-type: none"> i. The Nature of Bribery & Corruption ii. Meaning bribery and corruption iii. Causes and effects of bribery and corruption iv. Solutions to bribery and corruption 	<ul style="list-style-type: none"> ii. Diplomatic Functions iii. The importance of Diplomacy in international relations iv. Diplomacy in Personal life and human relation <p>RME (Critical and Moral Issues I):</p> <ul style="list-style-type: none"> i. The Nature of Bribery & Corruption ii. Meaning bribery and corruption iii. Causes and effects of bribery and corruption iv. Solutions to bribery and corruption 	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Intern Seminar.</p>	<p>1.5 Ask tutors to read pages 114 - 118 of the year 3 STS manual on Professional Teaching Portfolio.</p> <p>1.6. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Eg. The content of Professional Teaching Portfolio includes:</p> <ul style="list-style-type: none"> I. Personal teaching philosophy II. Students' reflective journals III. Samples of work the student teacher has 	<p>1.5 Read pages 114-118 of the year 3 STS manual on Professional Teaching Portfolio.</p> <p>1.6. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Eg. The content of Professional Teaching Portfolio includes:</p> <ul style="list-style-type: none"> I. Personal teaching philosophy II. Students' reflective journals III. Samples of work the student teacher has 	

	<p><i>graded, showing their comments.</i></p> <p>IV. <i>Link tutor's assessment comments</i></p> <p>1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research</p> <p>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 Example:</p> <ul style="list-style-type: none"> ✓ <i>Description of post intervention data collection</i> ✓ <i>Analysis and discussion of post intervention data collection</i> ✓ <i>Comparing post and pre-intervention results for interpretation</i> ✓ <i>Writing findings, conclusions and recommendation of the study</i> 	<p><i>graded, showing their comments.</i></p> <p>IV. <i>Link tutor's assessment comments</i></p> <p>1.7 Read from pages 91-99 of year 3 STS manual on Action Research</p> <p>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:</p> <ol style="list-style-type: none"> I. <i>Description of post intervention data collection</i> II. <i>Analysis and discussion of post intervention data collection</i> III. <i>Comparing post and pre-intervention results for interpretation</i> IV. <i>Writing findings, conclusions and recommendation of the study</i> 	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</i></p>	<p>1.9 Discuss with tutors how to assist student teachers to prepare for the world of work taking into consideration how to integrate GESI, CCI, and ICT as beginning teachers etc. Examples:</p> <ul style="list-style-type: none"> ✓ <i>How to prepare for the licensure examination.</i> 	<p>1.9 Discuss how you will assist student teachers to prepare for the world of work taking into consideration how to integrate GESI, CCI, and ICT as beginning teachers etc. Examples:</p> <ol style="list-style-type: none"> i. <i>How to prepare for the licensure examination.</i> 	

	<ul style="list-style-type: none"> ✓ <i>How to manage placement issues.</i> ✓ <i>Community engagement</i> ✓ <i>How to handle controversial issues</i> <p>GESI</p> <p>i. <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></p>	<ul style="list-style-type: none"> ii. <i>How to manage placement issues.</i> iii. <i>Community engagement</i> iv. <i>How to handle controversial issues</i> <p>GESI</p> <p>i. <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Guide tutors to brainstorm the likely new concepts from lesson one of each course</p> <p>Examples of new concepts: <i>Geography (Population and Development):</i></p> <p><i>Malthusian theory, Neo-Malthusian and Marxist theory</i></p> <p>History (History of Science and Technology in Ghana): <i>Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of indigenous health care.</i></p> <p>Social Studies (Regional Integration and International Relations): <i>Diplomacy, Diplomatic relations</i></p>	<p>2.1 Brainstorm the likely new concepts from lesson 2 of your course</p> <p>Examples of new concepts: <i>Geography (Population and Development):</i></p> <p><i>Malthusian theory, Neo-Malthusian and Marxist theory</i></p> <p>History (History of Science and Technology in Ghana): <i>Indigenous Ghanaian health care delivery system, Indigenous Ghanaian Medicinal processes and Religious dimensions of indigenous health care.</i></p> <p>Social Studies (Regional Integration and International Relations): <i>Diplomacy, Diplomatic relations</i></p>	15 mins

	<p>RME (Critical and Moral Issues): <i>Bribery, Corruption</i></p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson 2 of each course.</p> <p>Examples: Geography – Population and Development: <i>Generally, lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p>History – History of Science and Technology: <i>Student teachers may project their contemporary understanding of science and technology, Industrial and trading activities.</i></p> <p>Social Studies – Regional Integration and International Relations: <i>Lack of appreciation of the importance of global citizenship and diplomatic relations</i></p> <p>RME - Critical and Moral Issues: <i>Student teachers might think of the phenomenon as distant from themselves</i></p> <p>2.3 Lead tutors to brainstorm the appropriate strategies to assist student teachers to appreciate these concepts and</p>	<p>RME (Critical and Moral Issues): <i>Bribery, Corruption</i></p> <p>2.2 In your subject areas identify the possible barriers to the teaching and learning of lesson 2 of your courses.</p> <p>Examples: Geography – Population and Development: <i>Generally, lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p>History – History of Science and Technology: <i>Student teachers may project their contemporary understanding of science and technology, Industrial and trading activities.</i></p> <p>Social Studies - Regional Integration and International Relations: <i>Lack of appreciation of the importance of global citizenship and diplomatic relations</i></p> <p>RME - Critical and Moral Issues: <i>Student teachers might think of the phenomenon as distant from themselves</i></p> <p>2.3 Brainstorm the appropriate strategies you will use to assist student teachers to appreciate these concepts and</p>	
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	overcome the barriers. E.g., brainstorming, group activities, etc.	overcome the barriers. E.g., brainstorming, group activities, etc.	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous 	<p>3.1 Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 2.</p> <p>Examples: Geography: (Physical Geography): <i>Tutor introduces the lesson to the student -teachers by discussing the formation of the atmosphere.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Brainstorm with student teachers the meaning of sex and Gender.</i></p> <p>Social Studies: (Youth and National Development): <i>Tutor facilitates student teachers’ revision of previous lesson on the concept ‘youth’ and ‘national development’ and their relationships as well as current status of the youth in Ghana.</i></p> <p>RME: (Theories of Religious and Moral Development): <i>Tutor introduces lesson and puts student teachers into different ability groups to discuss background of Goldman’s Theory of Religious Development.</i></p>	<p>3.1 Refer to the course manuals in your subject groups and discuss the teaching and learning activities for lesson 2.</p> <p>Examples: Geography: (Physical Geography): <i>Tutor introduces the lesson to the student -teachers by discussing the formation of the atmosphere.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Brainstorm with student teachers the meaning of sex and Gender.</i></p> <p>Social Studies: (Youth and National Development): <i>Tutor facilitates student teachers’ revision of previous lesson on the concept ‘youth’ and ‘national development’ and their relationships as well as current status of the youth in Ghana.</i></p> <p>RME: (Theories of Religious and Moral Development): <i>Tutor introduces lesson and puts student teachers into different ability groups to discuss background of Goldman’s Theory of Religious Development.</i></p>	

<p>assessment to support student teacher learning</p> <ul style="list-style-type: none"> ➤ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>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.</p> <p>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.</p> <p>For example</p> <ul style="list-style-type: none"> i. <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> ii. <i>Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i> <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> ➤ <i>Paying special attention to student</i> 	<p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion.</p> <p>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.</p> <p>For example</p> <ul style="list-style-type: none"> i. <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> ii. <i>Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i> <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> i. <i>Paying special attention to student</i> 	
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	<p><i>teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></p> <ul style="list-style-type: none"> ➤ <i>Paying attention to learners with different learning preferences</i> ➤ <i>Assign leadership roles to males, females and learners with different forms of disabilities in groups.</i> <p>ICT</p> <ul style="list-style-type: none"> i. <i>How to assist student teachers to use PowerPoint to present their lessons during peer teaching.</i> ii. <i>How to assist student teachers to smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> i. <i>Use of smart phones and Power Point presentations to develop digital literacy skills and innovation and creativity</i> ii. <i>Use of group discussion to develop communication and collaboration skills, leadership, personal development skills and critical thinking and problem-solving skills</i> 	<p><i>teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></p> <ul style="list-style-type: none"> ii. <i>Paying attention to learners with different learning preferences</i> iii. <i>Assign leadership roles to males, females and learners with different forms of disabilities in groups.</i> <p>ICT</p> <ul style="list-style-type: none"> i. <i>How to assist student teachers to use PowerPoint to present their lessons during peer teaching.</i> ii. <i>How to assist student teachers to smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> i. <i>Use of smart phones and Power Point presentations to develop digital literacy skills and innovation and creativity</i> ii. <i>Use of group discussion to develop communication and collaboration skills, leadership, personal development skills and critical thinking and problem-solving skills</i> 	
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	<p>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.</p> <p>Examples: Geography: (Physical Geography): <i>Student – Teachers discuss the structure of the earth and its characteristics.</i></p> <p>History: (History of Gender and culture in Ghana): <i>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.</i></p> <p>Social studies: (Regional integration and International Relations): <i>Group presentations on the significance of diplomacy in international relations Reflective paper on the importance of diplomacy in personal life and human relations.</i></p> <p>RME: (Critical and Moral Issues I): <i>Task student teacher to write an essay: “When corruption favours you, you call it connection”.</i></p>	<p>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.</p> <p>Examples: Geography: (Physical Geography): <i>Student – Teachers discuss the structure of the earth and its characteristics.</i></p> <p>History: (History of Gender and culture in Ghana): <i>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</i></p> <p>Social studies: (Regional integration and International Relations): <i>Group presentations on the significance of diplomacy in international relations Reflective paper on the importance of diplomacy in personal life and human relations.</i></p> <p>RME: (Critical and Moral Issues I): <i>Task student teacher to write an essay: “When corruption favours you, you call it connection”.</i></p>	
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	<p>3.6 Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 2 of their various courses.</p> <p>Examples: Geography: (Physical Geography): <i>Course manual, Physical models Youtube videos, laptops, projectors etc.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Audio-visual Equipment and Video clips on the significance of diplomacy in international relations. Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.</i></p> <p>RME: (Critical and Moral Issues): <i>Whiteboard, markers, smart phones, computers, course outlines etc.</i></p> <p>3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery</p>	<p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 2 of your various courses.</p> <p>Examples: Geography: (Physical Geography): <i>Course manual, Physical models Youtube videos, laptops, projectors etc.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Audio-visual Equipment and Video clips on the significance of diplomacy in international relations. Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.</i></p> <p>RME: (Critical and Moral Issues): <i>Whiteboard, markers, smart phones, computers, course outlines etc.</i></p> <p>3.7 Prepare a detailed plan for student teachers to ensure efficient lesson delivery</p>	
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<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4. 1 Ask tutors to reflect and write down what they have learnt in the PD session.</p> <p>4.2 Ask tutors to share their points with their elbow friends and then share with the larger group.</p> <p>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.</p> <p>4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.</p> <p>4.5 Remind tutors to read lesson 2 of their various course manuals and mobilize needed resources for the next PD session.</p>	<p>4. 1 Reflect and write down what you have learnt in this PD session.</p> <p>4.2 Share your points with your elbow friend and then share with the larger group.</p> <p>4. 3 Identify a critical friend to observe your lesson and give feedback in the next PD session.</p> <p>4.4 Ask further questions for clarification if any.</p> <p>4.5 Read lesson 2 to prepare for the next PD session.</p>	<p>15 mins</p>
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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 points provide the frame for what is to be done in the session. The SWL	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do	Time in session

<p>should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</p>		<p>during each stage of the session.</p>	
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an</p>	<p>1.1 welcome tutors to the third PD session and ask each tutor to take a piece of paper and write down two key issues about the PD session 2 and how it was implemented in the classroom</p> <p>1.2 Ask tutors to share their points with the group to discuss briefly the impact of the PD session 2 on their classroom activities</p> <p>1.3 Ask tutors to sit in their subject based groups i.e., Geography, History, Social studies and RME.</p> <p>1.4 Invite two volunteer critical friends to give reports on their observations of lesson 2 for a brief discussion by the general house</p> <p>1.5 Ask tutors to refer to their course manuals and read the introduction part of lesson 3 of each</p>	<p>1.1 Take a piece of paper and write down two key issues about the PD session 2 and how you implemented in the classroom</p> <p>1.2 Share your points with the group to discuss briefly the impact of the PD session 2 on your classroom activities</p> <p>1.3 Sit in your subject based groups i.e., Geography, History, Social studies and RME.</p> <p>1.4 Two volunteer critical friends should give reports on your observations of lesson 2 for a brief discussion by the general house</p> <p>1.5 Refer to your course manual and read the introduction part of lesson 3 of your course</p>	<p>20 mins</p>

<p>aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>course including lesson description and student teachers' prior knowledge</p> <p>Examples of lesson descriptions:</p> <p><i>Geography (Physical Geography):</i></p> <p><i>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</i></p> <p><i>History (History of Arts, Science and Technology):</i></p> <p><i>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</i></p>	<p>including lesson description and student teachers' prior knowledge</p> <p>Examples of lesson descriptions</p> <p><i>Geography (Physical Geography):</i></p> <p><i>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.</i></p> <p><i>History (History of Arts, Science and Technology):</i></p> <p><i>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</i></p>	
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	<p><i>Western medicine and changes within.</i></p> <p><i>Social Studies (Youth and National Development):</i></p> <p><i>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.</i></p> <p><i>RME (Critical and Moral Issues):</i></p> <p><i>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.</i></p> <p><i>Examples of Prior knowledge:</i></p> <p><i>Geography (Physical Geography):</i></p> <p><i>Lessons on weather, climate and atmospheric composition in the biophysical environmental systems in the second year will give student-teachers</i></p>	<p><i>Western medicine and changes within.</i></p> <p><i>Social Studies (Youth and National Development):</i></p> <p><i>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.</i></p> <p><i>RME (Critical and Moral Issues):</i></p> <p><i>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.</i></p> <p><i>Examples of Prior knowledge:</i></p> <p><i>Geography (Physical Geography):</i></p> <p><i>Lessons on weather, climate and atmospheric composition in the biophysical environmental systems in the second year will give student-teachers</i></p>	
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	<p><i>background knowledge on the topic. Where this knowledge is lacking, the tutor should give a brief introduction to it</i></p> <p>History (History of Arts, Science and Technology): <i>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.</i></p> <p>Social Studies (Youth and National Development): <i>Student teachers are in their youth and are familiar with what is expected of them.</i></p> <p>RME (Critical and Moral Issues): <i>student teachers have watched read and watch news reports about cyber fraud and might have experienced sports betting</i></p> <p>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</p> <p>Examples of CLOs and CLIs:</p> <p>Geography (Population, Environment and Development):</p>	<p><i>background knowledge on the topic. Where this knowledge is lacking, the tutor should give a brief introduction to it</i></p> <p>History (History of Arts, Science and Technology): <i>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.</i></p> <p>Social Studies (Youth and National Development): <i>Student teachers are in their youth and are familiar with what is expected of them.</i></p> <p>RME (Critical and Moral Issues): <i>student teachers have watched read and watch news reports about cyber fraud and might have experienced sports betting</i></p> <p>1.6. Discuss the lesson 3 lesson outcomes and indicators and relate them to the CLOs and the CLIs</p> <p>Examples of CLOs and CLIs:</p> <p>Geography (Population, Environment and Development):</p>	
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	<p>CLO <i>Familiarise with the demographic transition model.</i></p> <p>CLIs <i>Describe the demographic transitional model in their own words</i></p> <p>History (History of Gender and culture in Ghana): CLO <i>Demonstrate understanding of the term culture.</i> CLIs <i>Identify the difference between culture and gender.</i></p> <p>Social Studies (Regional Integration and International Relations): CLO <i>Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy</i></p> <p>CLIs <i>Identify and explain the possible modes of initiating and sustaining diplomacy</i> <i>Examine the modes, core values and competencies for initiating and sustaining diplomacy in internal relation</i></p>	<p>CLO <i>Familiarise with the demographic transition model.</i></p> <p>CLIs <i>Describe the demographic transitional model in their own words</i></p> <p>History (History of Gender and culture in Ghana): CLO <i>Demonstrate understanding of the term culture.</i> CLIs <i>Identify the difference between culture and gender.</i></p> <p>Social Studies (Regional Integration and International Relations): CLO <i>Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy</i></p> <p>CLIs <i>Identify and explain the possible modes of initiating and sustaining diplomacy</i> <i>Examine the modes, core values and competencies for initiating and sustaining diplomacy in internal relation</i></p>	
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	<p>RME (Theories of Religious and Moral Development): CLO <i>Demonstrate knowledge and understanding of the nature of Goldman’s theory of moral development.</i></p> <ol style="list-style-type: none"> 1. <i>Explain theory Goldman’s theory on developmental limitations in religious growth using appropriate examples</i> 2. <i>Discuss the implications of the theory of limitations in religious growth for teaching and learning RME</i> 3. <i>Use the principles inherent in the theory for their professional practices</i> <p>1.7 <i>Ask participants to identify the distinctive features of lesson 3 of each course from the course manuals.</i></p> <p>Geography (Physical Geography):</p> <ol style="list-style-type: none"> i. <i>Definition and components of the demography</i> ii. <i>transitional</i> iii. <i>model</i> <p>History (Gender and Culture):</p> <ol style="list-style-type: none"> i. <i>gender</i> ii. <i>culture</i> iii. <i>distinctions between gender and culture</i> <p>Social Studies (Regional integration and international relations):</p>	<p>RME (Theories of Religious and Moral Development): CLO <i>Demonstrate knowledge and understanding of the nature of Goldman’s theory of moral development.</i></p> <ol style="list-style-type: none"> 1. <i>Explain theory Goldman’s theory on developmental limitations in religious growth using appropriate examples</i> 2. <i>Discuss the implications of the theory of limitations in religious growth for teaching and learning RME</i> 3. <i>Use the principles inherent in the theory for their professional practices</i> <p>1.7 <i>Participants identify the distinctive features of lesson 3 of each course from the course manuals.</i></p> <p>Geography (Physical Geography):</p> <ol style="list-style-type: none"> iv. <i>Definition and components of the demography</i> v. <i>transitional</i> vi. <i>model</i> <p>History (Gender and Culture):</p> <ol style="list-style-type: none"> iv. <i>gender</i> v. <i>culture</i> vi. <i>distinctions between gender and culture</i> <p>Social Studies (Regional integration and international relations):</p>	
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	<p>i. <i>The meaning of conflict</i></p> <p>ii. <i>Differences between diplomacy and diplomatic relations</i></p> <p>iii. <i>Types of diplomacy and international relations</i></p> <p>iv. <i>Teaching the basic school curriculum</i></p> <p>RME (Roland Goldman’s (1964) Theory of Developmental Limitations in Religious Growth.):</p> <p>i. <i>Expectations</i> <i>Description and background of Goldman theory of religious development</i></p> <p>1.8 Ask tutors to refer to lesson 3 of their course manuals to identify the distinctive features of each of the lessons.</p> <p>Distinctive features:</p> <p>Examples of LOs and LIs:</p> <p>Geography (Population, Environment and Development): LO <i>Familiarise with the demographic transition model.</i></p>	<p>v. <i>The meaning of conflict</i></p> <p>vi. <i>Differences between diplomacy and diplomatic relations</i></p> <p>vii. <i>Types of diplomacy and international relations</i></p> <p>viii. <i>Teaching the basic school curriculum</i></p> <p>RME (Roland Goldman’s (1964) Theory of Developmental Limitations in Religious Growth.):</p> <p><i>Expectations</i> <i>Description and background of Goldman theory of religious development</i></p> <p>1.8 Ask tutors to refer to lesson 3 of their course manuals to identify the distinctive features of each of the lessons.</p> <p>Distinctive features:</p> <p>Examples of LOs and LIs:</p> <p>Geography (Population, Environment and Development): LO <i>Familiarise with the demographic transition model.</i></p>	
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	<p>LIs <i>Describe the demographic transitional model in their own words</i></p> <p>History (History of Gender and culture in Ghana): LO <i>Demonstrate understanding of the term culture.</i></p> <p>LIs <i>Identify the difference between culture and gender.</i></p> <p>Social Studies (Regional Integration and International Relations): LO <i>Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy</i></p> <p>LIs <i>Identify and explain the possible modes of initiating and sustaining diplomacy</i> <i>Examine the modes, core values and competencies for initiating and sustaining diplomacy in internal relation</i></p> <p>RME (Theories of Religious and Moral Development): LO</p>	<p>LIs <i>Describe the demographic transitional model in their own words</i></p> <p>History (History of Gender and culture in Ghana): LO <i>Demonstrate understanding of the term culture.</i></p> <p>LIs <i>Identify the difference between culture and gender.</i></p> <p>Social Studies (Regional Integration and International Relations): LO <i>Demonstrate knowledge and understanding of the modes of initiating and sustaining diplomacy</i></p> <p>LIs <i>Identify and explain the possible modes of initiating and sustaining diplomacy</i> <i>Examine the modes, core values and competencies for initiating and sustaining diplomacy in internal relation</i></p> <p>RME (Theories of Religious and Moral Development): LO</p>	
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	<p><i>Demonstrate knowledge and understanding of the nature of Goldman’s theory of moral development.</i></p> <ol style="list-style-type: none"> <i>1.Explain theory Goldman’s theory on developmental limitations in religious growth using appropriate examples</i> <i>2. Discuss the implications of the theory of limitations in religious growth for teaching and learning RME</i> <i>3.Use the principles inherent in the theory for their professional practices</i> <p><i>1.9 Ask participants to identify the distinctive features of lesson 3 of each course from the course manuals.</i></p> <p>Geography (Physical Geography):</p> <ol style="list-style-type: none"> <i>i. Definition and components of the demography</i> <i>ii. Transitional</i> <i>iii. model</i> <p>History (Gender and culture):</p> <ol style="list-style-type: none"> <i>i. gender</i> <i>ii. culture</i> <i>iii. distinctions between gender and culture</i> <p>Social Studies (Regional integration and international relations):</p> <ol style="list-style-type: none"> <i>i. The meaning of conflict</i> 	<p><i>Demonstrate knowledge and understanding of the nature of Goldman’s theory of moral development.</i></p> <ol style="list-style-type: none"> <i>1.Explain theory Goldman’s theory on developmental limitations in religious growth using appropriate examples</i> <i>2. Discuss the implications of the theory of limitations in religious growth for teaching and learning RME</i> <i>3.Use the principles inherent in the theory for their professional practices</i> <p><i>1.9 Identify the distinctive features of lesson 3 of each course from the course manuals.</i></p> <p>Geography (Physical Geography):</p> <ol style="list-style-type: none"> <i>i. Definition and components of the demography</i> <i>ii. Transitional</i> <i>iii. model</i> <p>History (Gender and culture):</p> <ol style="list-style-type: none"> <i>i. gender</i> <i>ii. culture</i> <i>iii. distinctions between gender and culture</i> <p>Social Studies (Regional integration and international relations):</p> <ol style="list-style-type: none"> <i>i. The meaning of conflict</i> 	
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	<p><i>ii. Differences between diplomacy and diplomatic relations</i></p> <p><i>iii. Types of diplomacy and international relations</i></p> <p><i>iv. Teaching the basic school curriculum</i></p>	<p><i>ii. Differences between diplomacy and diplomatic relations</i></p> <p><i>iii. Types of diplomacy and international relations</i></p> <p><i>iv. Teaching the basic school curriculum</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organization of Post Internship Seminar.</p>	<p>1.10 Ask tutors to refer to pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.11. Discuss with tutors' ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> ✓ 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 <p>1.12 Ask tutors to refer to pages 91-99 of year 3 STS manual on Action Research to remind themselves with</p>	<p>1.10 Refer to pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.11. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> i. Written Personal teaching philosophy ii. Students' teachers iii. Honours and awards received iv. reflective journals v. Samples of work the student teacher has graded, showing their comments. vi. Link tutor's assessment comments vii. Print out of semester result <p>1.12 refer to pages 91-99 of year 3 STS manual on Action Research to remind themselves with the</p>	

	<p>the elements of classroom enquiry and action research</p> <p>1.13 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</p> <p>Example:</p> <ul style="list-style-type: none"> ✓ 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 ✓ How to organize the report of the action research including abstract, dedication, referencing etc 	<p>elements of classroom enquiry and action research</p> <p>1.14 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</p> <p>Example:</p> <ol style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study v. How organize the report of the action research including abstract, dedication, referencing etc 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give</i></p>	<p>1.15 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:</p>	<p>1.15 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:</p>	

<p><i>regard for GESI, CCI, ICT etc.</i></p>	<ul style="list-style-type: none"> ✓ 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 <p>GESI</p> <ul style="list-style-type: none"> ✓ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> 	<ul style="list-style-type: none"> i. How to prepare for the licensure examination. ii. How to manage placement issues. iii. Community engagement iv. How to handle controversial issues v. How to build confidence and adaptive strategies to cope with the new environment vi. The need for honesty, trust worthiness and integrity <p>GESI</p> <ul style="list-style-type: none"> ✓ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> 	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <ul style="list-style-type: none"> ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to 	<p>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 3 of each of the courses</p> <p>Examples of Concepts:</p> <p>Geography: (Physical Geography)</p> <p>Air masses factors influence air masses</p> <p>Types of air masses</p>	<p>2.1 Shower thought in your subject based groups to bring out the concepts that are to be developed or learned in the lesson 3 of your courses</p> <p>Examples of Concepts:</p> <p>Geography: Physical Geography)</p> <p>Air masses Factors that influence air masses</p> <p>Types of air masses</p> <p>Cyclones and anti-cyclone weather conditions</p>	<p>15 mins</p>

<p>be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>cyclones and anti-cyclone weather conditions</p> <p>History: (History of science and technology) Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.</p> <p>Social Studies: (Youth and national development)</p> <ul style="list-style-type: none"> <i>i.</i> Youth <i>ii.</i> National development <i>iii.</i> Youth development <i>iv.</i> Youth potential <p>RME :(Theories of moral development) Psychoanalytic Theory of Moral Development The Human Personality Educational implications of the theory Reflective Writing</p> <p><i>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</i></p> <p>Examples barriers:</p> <p>Geography: (Population, Environment and Development) <i>large class sizes and unstable internet connectivity</i></p>	<p>History: (History of science and technology) Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.</p> <p>Social Studies: (Youth and national development)</p> <ul style="list-style-type: none"> <i>i.</i> Youth <i>ii.</i> National development <i>iii.</i> Youth development <i>iv.</i> Youth potential <p>RME :(Theories of moral development) Psychoanalytic Theory of Moral Development The Human Personality Educational implications of the theory Reflective Writing</p> <p><i>2.2 Discuss the potential barriers likely to affect the teaching and learning of these concepts in each of the course areas</i></p> <p>Examples barriers:</p> <p>Geography: (Population, Environment and Development) <i>large class sizes and unstable internet connectivity</i></p>	
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	<p>History: (History of Gender and culture in Ghana) <i>The tendency to project modern-day concepts and understanding of key issues instead of looking at it from a historical perspective</i></p> <p>Social Studies: (Regional integration and international relations) <i>Apathy towards the CN and UN</i></p> <p>RME :(Critical and moral issues I) <i>Students might hold a biased view of cyber fraud and gambling.</i></p> <p>2.3 Lead tutors to brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:</p> <ul style="list-style-type: none"> <i>i. Use of smaller group discussion to ensure effective participation on the role of the international organization</i> <i>ii. Debates on the positives and negatives of international organizations</i> <i>iii. YouTube videos on sexual abuse victims and perpetrators, etc</i> 	<p>History: (History of Gender and culture in Ghana) <i>The tendency to project modern-day concepts and understanding of key issues instead of looking at it from a historical perspective</i></p> <p>Social Studies: (Regional integration and international relations) <i>Apathy towards the CN and UN</i></p> <p>RME :(Critical and moral issues I) <i>Students might hold a biased view of cyber fraud and gambling.</i></p> <p>2.3 Brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:</p> <ul style="list-style-type: none"> <i>i. Use of smaller group discussion to ensure effective participation on the role of the international organization</i> <i>ii. Debates on the positives and negatives of international organizations</i> <i>iii. YouTube videos on sexual abuse victims and perpetrators, etc</i> 	
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<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 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 	<p>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.</p> <p>Examples: Geography: (Physical Geography)</p> <p><i>Tutor guide student teachers to identifies and describes the various types of air masses</i></p> <p>History: (History of science and technology)</p> <p><i>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)</i></p> <p>Social Studies: (Youth and national development)</p> <p><i>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</i></p>	<p>3.1 Refer to your course manual and discuss the teaching and learning activities of lesson 3</p> <p>Examples: Geography: (Physical Geography)</p> <p><i>Tutor guide student teachers to identifies and describes the various types of air masses</i></p> <p>History: (History of science and technology)</p> <p><i>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)</i></p> <p>Social Studies: (Youth and national development)</p> <p><i>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</i></p>	<p>40mins</p>
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<p>learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>For example</p> <p>➤ Student teachers prepare a lesson on any topic on the JHS curriculum to present in a demonstration lesson in class</p> <p>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.</p> <p>Examples: GESI</p> <p>a. Tutors need to pay special attention to</p>	<p>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</p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion.</p> <p>3.3 Brainstorm how to assist student teachers to appreciate the teaching and learning activities to be able to teach the Basic School Curriculum.</p> <p>For example</p> <p>➤ prepare a lesson on any topic on the JHS curriculum to present in a demonstration lesson in class</p> <p>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.</p> <p>Examples: GESI</p> <p>a. pay special attention to student teachers</p>	
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	<p><i>student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></p> <ul style="list-style-type: none"> <i>b. Paying attention to people with different learning preferences</i> <i>c. Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <p><i>How to assist student teachers to:</i></p> <ul style="list-style-type: none"> <i>a. To generate relevant information using their smart phones to search on Google and other search engines.</i> <i>b. How to prepare slides to present lessons using PowerPoint.</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> <i>a. Use of smart phones and PowerPoint presentations help to develop:</i> <i>b. digital literacy skills</i> <i>c. Innovation and creativity skills</i> <p><i>Use of group discussion and presentations to develop:</i></p> <ul style="list-style-type: none"> <i>✓ communication and Collaboration skills</i> 	<p><i>with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></p> <ul style="list-style-type: none"> <i>b. Paying attention to people with different learning preferences</i> <i>c. Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <p><i>How to assist student teachers to:</i></p> <ul style="list-style-type: none"> <i>a. To generate relevant information using their smart phones to search on Google and other search engines.</i> <i>b. How to prepare slides to present lessons using PowerPoint.</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> <i>a. Use of smart phones and PowerPoint presentations help to develop:</i> <i>b. digital literacy skills</i> <i>c. Innovation and creativity skills</i> <p><i>Use of group discussion and presentations to develop:</i></p> <ul style="list-style-type: none"> <i>i. communication and Collaboration skills</i> 	
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	<ul style="list-style-type: none"> ✓ <i>Leadership and personal development</i> ✓ <i>Critical thinking and problem-solving skills</i> <p>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 NTEAP.</p> <p>Examples Geography: (Population, Environment and Development) <i>Student-teachers develop concept maps to depict causes and variations in mortality to assess pedagogical content knowledge (PCK). NTS.2</i></p> <p>History: (History of Gender and culture in Ghana)</p> <p><i>Group presentation: Student teachers should compare gender roles in pre-colonial and colonial times</i></p> <p>Social Studies: (Regional integration and international relations) <i>Group report/presentation and concept map on the organs of CN and UN and their roles in the international organizations</i></p>	<ul style="list-style-type: none"> ii. <i>Leadership and personal development</i> iii. <i>Critical thinking and problem-solving skills</i> <p>3.5 Identify and discuss the continuous assessment opportunities in lesson 3 of your course in line with the NTEAP.</p> <p>Examples Geography: (Population, Environment and Development) <i>Student-teachers develop concept maps to depict causes and variations in mortality to assess pedagogical content knowledge (PCK). NTS.2</i></p> <p>History: (History of Gender and culture in Ghana)</p> <p><i>Group presentation: Student teachers should compare gender roles in pre-colonial and colonial times</i></p> <p>Social Studies: (Regional integration and international relations) <i>Group report/presentation and concept map on the organs of CN and UN and their roles in the international organizations</i></p>	
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	<p>RME :(Critical and moral issues I) <i>Reflective Essays:</i> <i>Task students to reflect and write an essay on their changing perceptions about cyber fraud and gambling</i></p> <p>3.6 Ask participants to identify relevant teaching and learning resources that can be used to teach 3 lessons of their various courses.</p> <p>Examples Resources:</p> <p>Geography: <i>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</i></p> <p>History: <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i></p> <p>Social Studies: <i>Audio-visual Equipment and Video clips on how the potentials of the youth can be harnessed to contribute to national development, Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs</i></p>	<p>RME :(Critical and moral issues I) <i>Reflective Essays:</i> <i>Task students to reflect and write an essay on their changing perceptions about cyber fraud and gambling</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 3 of your course.</p> <p>Examples Resources:</p> <p>Geography: <i>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</i></p> <p>History: <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i></p> <p>Social Studies: <i>Audio-visual Equipment and Video clips on how the potentials of the youth can be harnessed to contribute to national development, Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs</i></p>	
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	<p>RME: <i>Laptops, projectors, smart phones, audio-visual materials, flip chart</i></p> <p>Note: Do develop an effective plan for the lesson to ensure efficient delivery in the classroom.</p>	<p>RME: <i>Laptops, projectors, smart phones, audio-visual materials, flip chart</i></p> <p>Note: Do develop an effective plan for the lesson to ensure efficient delivery in the classroom</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4. 1 Ask each tutor to reflect and write down two key things discussed in the PD session.</p> <p>4.2 Ask participants to share their points with colleagues in their groups and then with the larger group.</p> <p>4. 3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 4.</p> <p>4.4 Ask tutors to ask further questions for clarification if there are still unresolved issues.</p> <p>4.5 Ask tutors to read lesson 4 and gather relevant materials before the next PD session.</p>	<p>4. 1 Reflect and write down two key things discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your groups and then with the larger group.</p> <p>4. 3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 4.</p> <p>4.4 Ask further questions for clarification if you still have unresolved issues.</p> <p>4.5 Read lesson 4 and gather relevant materials before the next PD session.</p>	15 mins

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

<p>the course manual/s.</p>			
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan</p>	<p>1B</p> <p>1.1 Ask tutors to share their experiences of PD Lesson 3 and show how they applied the activities, strategies and methods in their lesson (positives and challenges they encountered in the classroom).</p> <p>Examples of anticipated challenges:</p> <ul style="list-style-type: none"> • <i>Use of ICT</i> • <i>How to integrate GESI and ICT in lesson delivery</i> • <i>How to manage large class size</i> • <i>Unstable internet connectivity</i> • <i>Power outages</i> <p>1.2 Invite any two volunteers or critical friends to give feedback on their observation of lesson 3.</p> <p>1.3 Ask tutors to sit according to their subject areas. i.e. History, Geography, Social studies and RME</p> <p>1.4 Ask tutors to read the introductory part of lesson 4 of each course in the course manual including lesson description and student teachers' previous knowledge silently.</p>	<p>1B</p> <p>1.1 Share your experiences of PD Lesson 3 and show how you applied the activities and methods in your lesson (positives and challenges you encountered in the classroom).</p> <p>Examples of anticipated challenges:</p> <ul style="list-style-type: none"> • <i>Use of ICT</i> • <i>How to integrate GESI and ICT in lesson delivery</i> • <i>How to manage large class size etc.</i> • <i>Unstable internet connectivity</i> • <i>Power outages</i> <p>1.2 Two volunteers or critical friends to give feedback on your observation of lesson 3.</p> <p>1.3 Sit according to their subject areas. i.e. History, Geography, Social studies and RME</p> <p>1.4 Read the introductory part of lesson 4 of your course manual including lesson description and student teachers' previous knowledge silently.</p> <p>Examples of lesson descriptions:</p>	<p>20 mins</p>

<p>for their teaching as they go through the PD session</p>	<p>Examples of lesson descriptions:</p> <p>Geography (Population and Development): The lesson discusses spatio-temporal variations in Africa. Student-teachers are introduced to components of Fertility, fertility measurements, Factors affecting fertility, and Control of fertility variations in fertility.</p> <p>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 pre-colonial era embraced gender issues and how colonialism influenced and reshaped gender based on its western culture.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
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	<p>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.</p> <p>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.</p> <p>Examples of prior knowledge:</p> <p>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.</p> <p>History (History of Science and Technology):</p>	<p>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</p> <p>Examples of prior knowledge:</p> <p>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.</p> <p>History (History of Science and Technology): From lesson 3 students teachers have prior knowledge of external influence on indigenous science and technology I.</p> <p>Social Studies</p>	
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	<p>Student teachers have been exposed to external influence on indigenous science and technology I in lesson 3.</p> <p>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)</p> <p>RME (Theories of Religious and Moral Development): Student teachers have studied some religious development theories in their previous lessons.</p> <p>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.</p> <p>Examples of LOs and Lis:</p> <p>Geography (Population and Development): LO</p>	<p>(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.</p> <p>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.</p> <p>1.5 Read out and brainstorm for the linkages between the lesson learning outcomes and learning indicators of lesson 4 of your course.</p> <p>Examples of LOs and Lis:</p> <p>Geography (Population and Development): LO <i>Explain factors affecting fertility and fertility control</i></p> <p>LI <i>Student-teachers explain factors affecting fertility and how to control</i></p>
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	<p><i>Explain factors affecting fertility and fertility control</i></p> <p>LI <i>Student-teachers explain factors affecting fertility and how to control fertility</i></p> <p>History (History of Gender and Culture in Ghana): LO <i>Demonstrate knowledge of the differences in sex and gender.</i></p> <p>LI Discuss the differences between sex and its social construction.</p> <p>Social Studies (The Youth and National Development): LO <i>Examine the expectations of Ghanaians about the role of the youth. (NTS 2c, e & f; NTECF p. 20-22; 4546)</i></p> <p>LI <i>Explain the expectations of Ghanaians about the role of the youth in national development and how it can be attained.</i></p> <p>RME (Critical and Moral Issues): LO</p>	<p><i>fertility</i></p> <p>History (History of Gender and Culture in Ghana): LO <i>Demonstrate knowledge of the differences in sex and gender.</i></p> <p>LI Discuss the differences between sex and its social Construction.</p> <p>Social Studies (The Youth and National Development): LO <i>Examine the expectations of Ghanaians about the role of the youth. (NTS 2c,e&f; NTECF p20-22;4546)</i></p> <p>LI <i>Explain the expectations of Ghanaians about the role of the youth in national development and how it can be attained.</i></p> <p>RME (Critical and Moral Issues): LO <i>Demonstrate understanding of sexual abuse as a social phenomenon.</i></p> <p>LIs i. <i>Describe the forms of sexual abuse prevalent in Ghanaian societies</i> ii. <i>Plan a seminar to educate students about sexual abuse</i></p>	
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	<p><i>Demonstrate understanding of sexual abuse as a social phenomenon.</i></p> <p>LIs i. <i>Describe the forms of sexual abuse prevalent in Ghanaian societies</i> ii. <i>Plan a seminar to educate students about sexual abuse</i></p> <p>1.6 Ask participants to identify the distinctive features of lesson 4 of each course from the course manuals.</p> <p>Geography (Physical Geography): i. Wind circulation in the atmosphere ii. Oceanic circulation iii. Air Circulation in the Artic, Antarctic, Atlantic, Pacific and Southern oceans)</p> <p>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</p> <p>Social Studies (The Youth and National Development): i. Expectations of the Ghanaian populace from the youth ii. The meaning of SDG</p>	<p>1.6 Identify the distinctive features of lesson 4 of your course from the course manual.</p> <p>Geography (Physical Geography): i. Wind circulation in the atmosphere ii. Oceanic circulation iii. Air Circulation in the Artic, Antartic, Atlantic, Pacific and Southern oceans.</p> <p>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</p> <p>Social Studies (The Youth and National Development): i. Expectations of the Ghanaian populace from the youth ii. The meaning of SDG iii. Ways the youth can be harnessed to meet the SDGs iv. Teaching the basic school curriculum</p> <p>RME (Critical and Moral Issues): i. Understanding of abuse as a</p>	
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	<ul style="list-style-type: none"> iii. Ways the youth can be harnessed to meet the SDGs iv. Teaching the basic school curriculum <p>RME (Critical and Moral Issues):</p> <ul style="list-style-type: none"> i. Understanding sexual abuse as social phenomenon ii. Role of RME in combating immoral behaviours in the society. 	<ul style="list-style-type: none"> ii. social phenomenon Role of RME in combating immoral behaviours the society. 	
<p>AS this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing. Tutors should to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.7 Ask tutors to read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.8. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> 1. Personal teaching philosophy 2. Students reflective journals 3. Samples of work the student teacher has graded, showing their comments. 4. Link tutor's assessment comments <p>1.9 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research</p> <p>1.10 Discuss with tutors how to assist student teachers to</p>	<p>1.7 Read pages 114-118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.8. Discuss ways through which student teachers could be assisted to build their teaching portfolio. Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> 1. Personal teaching philosophy 2. Students reflective journals 3. Samples of work the student teacher has graded, showing their comments. 4. Link tutor's assessment comments <p>1.9 Read from pages 91-99 of year 3 STS manual on Action Research</p> <p>1.10 Discuss how you will assist student teachers to</p>	

	<p>write their reports on classroom enquiry and action research that was carried out during first semester of year 4 STS, Example:</p> <ol style="list-style-type: none"> 1. Description of post intervention data collection 2. Analysis and discussion of post intervention data collection 3. Comparing post and pre-intervention results for interpretation 4. Writing findings, conclusions and recommendation of the study 	<p>write their reports on classroom enquiry and action research that was carried out during first semester of year 4 STS, Example:</p> <ol style="list-style-type: none"> 1. Description of post intervention data collection 2. Analysis and discussion of post intervention data collection 3. Comparing post and pre-intervention results for interpretation 4. Writing findings, conclusions and recommendation of the study 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.11 Discuss with tutors how to assist student teachers to prepare for the world of work and entrepreneurship taking into consideration how to integrate GESI, CCI, ICT as beginning teachers etc examples:</p> <ol style="list-style-type: none"> 1. How to prepare for the licensure examination. 2. How to manage placement issues. 3. Community engagement 4. How to handle controversial issues GESI 5. Marginalised learners are encouraged to work with their peers. 	<p>1.11 Discuss how you will assist student teachers to prepare for the world of work and entrepreneurship taking into consideration how to integrate GESI, CCI, ICT as beginning teachers etc examples:</p> <ol style="list-style-type: none"> 1. How to prepare for the licensure examination. 2. How to manage placement issues. 3. Community engagement 4. How to handle controversial issues GESI 5. Marginalised learners are encouraged to work with their peers. 	

<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>2.1 Guide tutors to brainstorm the likely new concepts from lesson 4 of each course</p> <p>Examples of new concepts:</p> <p>Geography (Population and Development): Fertility measurements, factors affecting fertility, and control of fertility and variations in fertility.</p> <p>History (History of Science and Technology): Post-colonial medical practice, medical practice at independence and state of medical practice now.</p> <p>Social Studies (Regional Integration and International Relations): Organs of AU and ECOWAS, Functions of AU and ECOWAS, Basic school curriculum.</p> <p>RME (Theories of Religious and Moral Development): Grimmits theory, theory of readiness</p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson one of each course.</p> <p>Examples: Geography (Physical Geography): Generally,</p>	<p>2.1 Brainstorm new likely concepts from lesson 4 of each course.</p> <p>Examples of new concepts:</p> <p>Geography (Population and Development): Fertility measurements, factors affecting fertility, and control of fertility and variations in fertility.</p> <p>History (History of Science and Technology in Ghana): Post-colonial medical practice, medical practice at independence and state of medical practice now.</p> <p>Social Studies (Regional Integration and International Relations): Organs of AU and ECOWAS, Functions of AU and ECOWAS, Basic school curriculum.</p> <p>RME (Theories of Religious and Moral Development): Grimmits theory, theory of readiness</p> <p>2.2 In your subject areas identify the possible barriers to the teaching and learning of lesson one of your courses.</p> <p>Examples: Geography(Physical Geography):</p>	<p>15 mins</p>
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	<p>students often have difficulties in grasping concepts in physical geography.</p> <p>History (History of Gender and Culture in Ghana): Student teachers may find it difficult to identify the complex nature of socio-cultural practices and its influence on gender.</p> <p>Social Studies (The Youth and National Development): The misconception is that the youth are ignorant and lazy.</p> <p>RME (Critical and Moral Issues): Male student teachers might think of women as the only victims of sexual abuse.</p> <p>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.</p>	<p>Generally, students often have difficulties in grasping concepts in physical geography.</p> <p>History (History of Gender and Culture in Ghana): Student teachers may find it difficult to identify the complex nature of socio-cultural practices and its influence on gender.</p> <p>Social Studies (The Youth and National Development): The misconception is that</p> <p>Social Studies (The Youth and National Development): The misconception is that the youth are ignorant and lazy.</p> <p>RME (Critical and Moral Issues): Male student teachers might think of women as the only victims of sexual abuse.</p> <p>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.</p>	
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

<p>➤ Reading and discussion of the teaching and learning activities</p> <p>Noting, addressing, and explaining areas where tutors may require clarification</p> <p>Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</p> <p>Noting opportunities for integrating: GESI responsiveness and ICT and 21stC skills</p> <p>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>Resources: links to the existing PD</p>	<p>Examples:</p> <p>Geography: (Physical Geography): Tutor introduces the lesson to student teachers by brainstorming the meaning of temperature and heat with them.</p> <p>History (History of science and technology in Ghana): Tutor guides student teachers to discuss the state of Ghana’s health sector at independence.</p> <p>Social Studies: (Regional Integration and International Relations): Tutor facilitates student teachers’ revision of previous lesson on core values and competences for diplomacy.</p> <p>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.</p> <p>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.</p>	<p>Examples:</p> <p>Geography: (Physical Geography): Tutor introduces the lesson to student teachers by brainstorming the meaning of temperature and heat with them.</p> <p>History (History of science and Technology in Ghana): Tutor guides student teachers to discuss the state of Ghana’s health sector at independence</p> <p>Social Studies: (Regional Integration and International Relations): Tutor facilitates student teachers’ revision of previous lesson on core values and competences for diplomacy.</p> <p>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.</p> <p>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.</p>	
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<p>Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>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.</p> <p>For example</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> • 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 	<p>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</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> • 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 	
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	<p>people with different forms of disabilities in groups.</p> <p>ICT</p> <ul style="list-style-type: none"> • How to assist student teachers to use: <ul style="list-style-type: none"> ➤ PowerPoint to present their lessons during peer teaching. ➤ Smart phones to search for relevant information on Google and other search engines. <p>21st Century Skills</p> <ul style="list-style-type: none"> • Use of smart phones and PowerPoint presentations to develop: <ul style="list-style-type: none"> ➤ digital literacy skills ➤ Innovation and creativity • Use of group discussion to develop: <ul style="list-style-type: none"> ➤ communication and Collaboration skills ➤ Leadership and personal development ➤ Critical thinking and problem-solving skills <p>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.</p> <p>Examples: Geography: (Population and Development):</p>	<p>people with different forms of disabilities in groups.</p> <p>ICT</p> <ul style="list-style-type: none"> • How to assist student teachers to use: <ul style="list-style-type: none"> ➤ PowerPoint to present their lessons during peer teaching. ➤ Smart phones to search for relevant information on Google and other search engines. <p>21st Century Skills</p> <ul style="list-style-type: none"> •Use of smart phones and PowerPoint presentations to develop: <ul style="list-style-type: none"> ➤ digital literacy skills ➤ Innovation and creativity • Use of group discussion to develop: <ul style="list-style-type: none"> ➤ communication and Collaboration skills ➤ Leadership and personal development ➤ Critical thinking and problem-solving skills <p>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.</p> <p>Examples: Geography: (Population and Development):</p>	
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	<p>Student teachers explain fertility and how to control it.</p> <p>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.</p> <p>Social studies (The Youth and National Development): Group report/presentation on harnessing the potentials of the youth to meet the Sustainable Development Goals(SDGs)</p> <p>RME (Critical and Moral Issues): Task students to reflect and write an essay on sexual abuse.</p> <p>3.6 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 4 of their various courses.</p> <p>Examples: Geography (Physical Geography): Course manual, maps and globe, YouTube videos, laptops, projectors etc</p> <p>History(History of Science and Technology in Ghana): Primary data (pictures, videos/documentary,</p>	<p>Student teachers explain fertility and how to control it.</p> <p>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.</p> <p>Social studies (The Youth and National Development) : Group report/presentation on harnessing the potentials of the youth to meet the Sustainable Development Goals(SDGs)</p> <p>RME (Critical and Moral Issues): Task students to reflect and write an essay on sexual abuse.</p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 4 of your various courses.</p> <p>Examples: Geography (Physical Geography): Course manual, maps and globe, YouTube videos, laptops, projectors etc</p> <p>History(Introductory Lesson): Primary data(pictures, videos/documentary,</p>	
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	<p>archival documents), computers/ laptops, LCD etc.</p> <p>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, Braille, Scanner and Embosser Sign language (Resource Person), internet facility, laptop computer/PCs</p> <p>RME (Theories of Religious and Moral Development): Sacred scriptures (e.g. the Bible), On-line resources, Video clips; Relevant charts and objects etc</p> <p>3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient and effective lesson delivery</p>	<p>archival documents), computers, laptops, LCD etc.</p> <p>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 Braille, Scanner and Embosser Sign language (Resource Person), internet facility, laptop computer/PCs</p> <p>RME (Theories of Religious and Moral Development): Sacred scriptures (e.g. the Bible), On-line resources, Video clips; Relevant charts and objects etc</p> <p>3.7 Prepare a detailed plan for student teachers to ensure efficient and effective lesson delivery</p>	
<p>4.Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4. 1 Ask tutors to reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Ask tutors to share their points with colleagues in their group and then with the larger group.</p> <p>4. 3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 5.</p>	<p>4. 1 Reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your group and then with the larger group.</p> <p>4. 3 Identify a critical friend to observe your lessons and give feedback to you and report during PD session 5.</p>	15 mins

	<p>4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.</p> <p>4.5 Remind tutors to read lesson 5 of their various course manuals and mobilize needed resources for the next PD session</p>	<p>4.4 Ask further questions for clarification if any.</p> <p>4.5 Read lesson 5 from your course manual for the next PD session.</p>	
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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 points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session

<p>say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</p>			
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take</p>	<p>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</p> <p>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</p> <p>1.3 Ask tutors to sit in their subject based groups i.e. Geography, History, Social studies and RME.</p> <p>1.4 Invite two volunteer critical friends to give reports on their observations of lesson 4 for a brief discussion by the general house</p> <p>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</p>	<p>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</p> <p>1.2 Share your points with the group to discuss briefly the impact of the PD session 4 on your classroom activities of lesson 4</p> <p>1.3 Sit in your subject based groups i.e. Geography, History, Social studies and RME.</p> <p>1.4 Two volunteer critical friends should give reports on your observations of lesson 4 for a brief discussion by the general house</p> <p>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</p>	<p>20 mins</p>

<p>feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Examples of lesson descriptions: Geography: (physical Geography):</p> <p><i>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.</i></p> <p>History: (History of science and technology)</p> <p><i>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.</i></p> <p>Social studies: (Youth and national development)</p> <p><i>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</i></p> <p>RME: (Theories of moral development):</p> <p><i>In this lesson, student teachers will be exposed to different theories of moral</i></p>	<p>Examples of lesson descriptions: Geography: (physical Geography):</p> <p><i>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.</i></p> <p>History: (History of science and technology)</p> <p><i>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.</i></p> <p>Social studies: (Youth and national development)</p> <p><i>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</i></p> <p>RME: (Theories of moral development):</p> <p><i>In this lesson, student teachers will be exposed to different theories of moral</i></p>	
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	<p><i>development that seek to explain how young children and adolescents are able to do proper moral reasoning or acquire their moral behaviours.</i></p> <p>Examples of Prior knowledge:</p> <p>Geography: (Physical Geography): <i>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.</i></p> <p>History: (History of science and technology) <i>have contemporary understanding indigenous industrial activities in pre-colonial Ghana</i></p> <p>Social studies: (Youth and national development) <i>The student teachers are within their youth and have some potential that can be harnessed for national development.</i></p> <p>RME: (Theories of moral development): <i>Student teachers have taken through some religious development theories and it is expected that they will link them to various theories of moral development</i></p>	<p><i>development that seek to explain how young children and adolescents are able to do proper moral reasoning or acquire their moral behaviours.</i></p> <p>Examples of Prior knowledge:</p> <p>Geography: (Physical Geography): <i>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.</i></p> <p>History: (History of science and technology) <i>have contemporary understanding indigenous industrial activities in pre-colonial Ghana</i></p> <p>Social studies: (Youth and national development) <i>The student teachers are within their youth and have some potential that can be harnessed for national development.</i></p> <p>RME: (Theories of moral development): <i>Student teachers have taken through some religious development theories and it is expected that they will link them to various theories of moral development</i></p>	
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	<p>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</p> <p>Geography: (Population, Environment and Development) LO Demonstrate knowledge of causes and variations in mortality</p> <p>LI Student – Teachers outlines some of the causes and variations in mortality</p> <p>History: (History of Gender and culture in Ghana) LOs Exhibit understanding of what gender issues were before the arrival of the Europeans</p> <p>LI Explain Gender roles in pre-colonial times</p> <p>Social Studies: (Regional integration and international relations)</p> <p>LO Apply the knowledge and understanding of the roles of the key organs of CN and UN to teach the basic school curriculum</p>	<p>1.6. Discuss the lesson 5 lesson outcomes and indicators and relate them to the CLOs and the CLIs</p> <p>Geography: (Population, Environment and Development) LO Demonstrate knowledge of causes and variations in mortality</p> <p>LI Student – Teachers outlines some of the causes and variations in mortality</p> <p>History: (History of Gender and culture in Ghana) LOs Exhibit understanding of what gender issues were before the arrival of the Europeans</p> <p>LI Explain Gender roles in pre-colonial times</p> <p>Social Studies: (Regional integration and international relations)</p> <p>LO Apply the knowledge and understanding of the roles of the key organs of CN and UN to teach the basic school curriculum</p>	
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	<p>LI: Design a demonstration lesson showing how to teach the topic in the basic school curriculum</p> <p>RME :(Critical and moral issues I) LOs Demonstrate knowledge and understanding of sexual abuse</p> <p>LI Explain sexual abuse concepts such as seduction, rape, harassment and defilement</p> <p>1.7 Ask tutors to refer to lesson 5 of their course manuals to identify the distinctive features of each of the lessons.</p> <p>Distinctive features:</p> <p>Geography: (Physical Geography):</p> <p><i>Drainage patterns of rivers</i> <i>Longitudinal profile of a river</i></p> <p>History: (History of science and technology) <i>Indigenous industries</i></p> <p><i>Products and relevance of indigenous industries in the Gold Coast.</i></p> <p><i>Significance of indigenous industries in the Gold Coast.</i></p>	<p>LI: Design a demonstration lesson showing how to teach the topic in the basic school curriculum</p> <p>RME :(Critical and moral issues I) LOs Demonstrate knowledge and understanding of sexual abuse</p> <p>LI Explain sexual abuse concepts such as seduction, rape, harassment and defilement</p> <p>1.7 Refer to lesson 5 of your course manual to identify the distinctive features of the lessons</p> <p>Distinctive features:</p> <p>Geography: (Physical Geography):</p> <p><i>Drainage patterns of rivers</i> <i>Longitudinal profile of a river</i></p> <p>History: (History of science and technology) <i>Indigenous industries</i></p> <p><i>Products and relevance of indigenous industries in the Gold Coast.</i></p> <p><i>Significance of indigenous industries in the Gold Coast.</i></p>	
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	<p>Social studies: (Youth and national development)</p> <p><i>What are Potentials do the Youth have?</i></p> <p><i>How the Potentials of the Youth can be Harnessed to Contribute to National Development</i></p> <p><i>Teaching Selected Youth and National Development-related Content in the Basic school Social Studies curriculum</i></p> <p>RME: (Theories of moral development): <i>Description/Background of Freud’s Psychoanalytic Theory of Moral Development</i></p> <p><i>Group Discussion of Parts of the Human Personality</i></p> <p><i>Educational implications of the theory</i></p> <p><i>Reflective Writing</i></p>	<p>Social studies: (Youth and national development)</p> <p><i>What are Potentials do the Youth have?</i></p> <p><i>How the Potentials of the Youth can be Harnessed to Contribute to National Development</i></p> <p><i>Teaching Selected Youth and National Development-related Content in the Basic school Social Studies curriculum</i></p> <p>RME: (Theories of moral development): <i>Description/Background of Freud’s Psychoanalytic Theory of Moral Development</i></p> <p><i>Group Discussion of Parts of the Human Personality</i></p> <p><i>Educational implications of the theory</i></p> <p><i>Reflective Writing</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with</p>	<p>1.8 Ask tutors to refer to pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.9. Discuss with tutors ways through which student teachers could be assisted to build their teaching portfolio.</p>	<p>1.8 Refer to pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.9. Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p>	

<p>guidance on what to do including organization of Post Internship Seminar.</p>	<p>Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> ✓ 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 <p>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</p> <p>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</p> <p>Example:</p> <ul style="list-style-type: none"> ✓ Description of post intervention data collection ✓ Analysis and discussion of post intervention data collection ✓ Comparing post and pre-intervention results for interpretation 	<p>Eg. The content of Professional teaching portfolio includes:</p> <ol style="list-style-type: none"> i. Written Personal teaching philosophy ii. Students teachers iii. Honours and awards received iv. reflective journals v. Samples of work the student teacher has graded, showing their comments. vi. Link tutor’s assessment comments vii. Print out of semester result <p>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</p> <p>1.11 Discuss how to assist student teachers to write their reports on classroom enquiry and action research that was carried out during first semester of year 4 STS</p> <p>Example:</p> <ol style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation 	
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	<ul style="list-style-type: none"> ✓ Writing findings, conclusions and recommendation of the study ✓ How to organize the report of the action research including abstract, dedication, referencing etc 	<ul style="list-style-type: none"> iv. Writing findings, conclusions and recommendation of the study v. How organize the report of the action research including abstract, dedication, referencing etc 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.12 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:</p> <ul style="list-style-type: none"> ✓ 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 <p>GESI</p> <ul style="list-style-type: none"> ✓ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> 	<p>1.12 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:</p> <ul style="list-style-type: none"> i. How to prepare for the licensure examination. ii. How to manage placement issues. iii. Community engagement iv. How to handle controversial issues v. How to build confidence and adaptive strategies to cope with the new environment vi. The need for honesty, trust worthiness and integrity <p>GESI</p> <ul style="list-style-type: none"> ✓ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> 	

<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>2.1 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</p> <p>Examples of Concepts:</p> <p>Geography: (Physical Geography) processes Drainage patterns Longitudinal profile River transportation River erosion</p> <p>History: (History of science and technology) Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.</p> <p>Social Studies: (Youth and national development) Youth National development Youth development Youth potential</p> <p>RME :(Theories of moral development) Psychoanalytic Theory of Moral Development The Human Personality Educational implications of the theory Reflective Writing</p> <p>2.2 Leads participants to discuss the potential barriers likely to affect the teaching</p>	<p>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</p> <p>Examples of Concepts:</p> <p>Geography: Physical Geography) processes Drainage patterns Longitudinal profile River transportation River erosion</p> <p>History: (History of science and technology) Technological advancement Pre-colonial industries Pre-colonial indigenous metal industries.</p> <p>Social Studies: (Youth and national development) Youth National development Youth development Youth potential</p> <p>RME :(Theories of moral development) Psychoanalytic Theory of Moral Development The Human Personality Educational implications of the theory Reflective Writing</p> <p>2.2 Discuss the potential barriers likely to affect the teaching and learning of</p>	<p>15 mins</p>
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	<p><i>and learning of these concepts in each of the course areas</i></p> <p>Examples barriers:</p> <p>Geography: (Population, Environment and Development) <i>large class sizes and unstable internet connectivity</i></p> <p>History: (History of Gender and culture in Ghana) <i>The tendency to project modern-day concepts and understanding of key issues instead of looking at it from a historical perspective</i></p> <p>Social Studies: (Regional integration and international relations) <i>Apathy towards the CN and UN</i></p> <p>RME :(Critical and moral issues I) <i>Students might hold a biased view of sexual abuse as caused by males or females.</i></p> <p>2.3 Lead tutors to brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:</p> <p><i>i. Use of smaller group discussion to ensure effective participation on the role of the</i></p>	<p><i>these concepts in each of the course areas</i></p> <p>Examples barriers:</p> <p>Geography: (Population, Environment and Development) <i>large class sizes and unstable internet connectivity</i></p> <p>History: (History of Gender and culture in Ghana) <i>The tendency to project modern-day concepts and understanding of key issues instead of looking at it from a historical perspective</i></p> <p>Social Studies: (Regional integration and international relations) <i>Apathy towards the CN and UN</i></p> <p>RME :(Critical and moral issues I) <i>Students might hold a biased view of sexual abuse as caused by males or females.</i></p> <p>2.3 Brainstorm on minimizing the barriers to enhance effective teaching and learning of the lessons. Examples:</p> <p><i>i. Use of smaller group discussion to ensure effective participation on the role of the</i></p>	
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	<p><i>international organization</i></p> <p>ii. <i>Debates on the positives and negatives of international organizations</i></p> <p>iii. <i>YouTube videos on sexual abuse victims and perpetrators, etc</i></p>	<p><i>international organization</i></p> <p>ii. <i>Debates on the positives and negatives of international organizations</i></p> <p>iii. <i>YouTube videos on sexual abuse victims and perpetrators, etc</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making explicit links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness 	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups and discuss the teaching and learning activities of lesson 5 of each course.</p> <p>Examples: Geography: (Physical Geography) <i>Tutor guide student teachers to identifies and describes the various types of drainage pattern</i></p> <p>History: (History of science and technology) <i>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)</i></p> <p>Social Studies: (Youth and national development) <i>Tutor in collaboration with student teachers identify and invite a resource person from the district/regional/national</i></p>	<p>3.1 Refer to your course manual and discuss the teaching and learning activities of lesson 5</p> <p>Examples: Geography: (Physical Geography) <i>Tutor guide student teachers to identifies and describes the various types of drainage pattern</i></p> <p>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)</p> <p>Social Studies: (Youth and national development) <i>Tutor in collaboration with student teachers identify and invite a resource person from the district/regional/national NCCE office, or the MMDAs</i></p>	40mins

<p>ess and ICT and 21stC skills</p> <p>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature,</p>	<p><i>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</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>For example</p> <p>➤ <i>Student teachers prepare a lesson on any topic on the JHS curriculum to present in a demonstration lesson in class</i></p> <p>3.4 Guide tutors to discuss the teaching and learning activities in lesson 5 and explain how they will integrate issues of GESI, ICT</p>	<p><i>who is an expert in youth and national development issues to give a talk in the next lesson on the topic</i></p> <p>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</p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion.</p> <p>3.3 Brainstorm how to assist student teachers to appreciate the teaching and learning activities to be able to teach the Basic School Curriculum.</p> <p>For example</p> <p>➤ <i>Student teachers prepare a lesson on any topic on the JHS curriculum to present in a demonstration lesson in class</i></p> <p>3.4 Discuss the teaching and learning activities of lesson 5 and explain how you will integrate issues of GESI, ICT and the 21st</p>	
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<p>on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>and the 21st Century Skills in their lessons.</p> <p>Examples:</p> <p>GESI</p> <ol style="list-style-type: none"> <i>Tutors need to pay special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> <i>Paying attention to people with different learning preferences</i> <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <p><i>How to assist student teachers to:</i></p> <ol style="list-style-type: none"> <i>To generate relevant information using their smart phones to search on Google and other search engines.</i> <i>How to prepare slides to present lessons using PowerPoint.</i> <p>21st Century Skills</p> <ol style="list-style-type: none"> <i>Use of smart phones and PowerPoint presentations help to develop:</i> <i>digital literacy skills</i> <i>Innovation and creativity skills</i> 	<p>Century Skills in your lessons.</p> <p>Examples:</p> <p>GESI</p> <ol style="list-style-type: none"> <i>Tutors need to pay special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> <i>Paying attention to people with different learning preferences</i> <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <p><i>How to assist student teachers to:</i></p> <ol style="list-style-type: none"> <i>To generate relevant information using their smart phones to search on Google and other search engines.</i> <i>How to prepare slides to present lessons using PowerPoint.</i> <p>21st Century Skills</p> <ol style="list-style-type: none"> <i>Use of smart phones and PowerPoint presentations help to develop:</i> <i>digital literacy skills</i> <i>Innovation and creativity skills</i> 	
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	<p><i>Use of group discussion and presentations to develop:</i></p> <ul style="list-style-type: none"> ✓ <i>communication and Collaboration skills</i> ✓ <i>Leadership and personal development</i> ✓ <i>Critical thinking and problem-solving skills</i> <p>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.</p> <p>Examples Geography: (Population, Environment and Development) <i>Student-teachers develop concept maps to depict causes and variations in mortality to assess pedagogical content knowledge (PCK). NTS.2</i></p> <p>History: (History of Gender and culture in Ghana) <i>Group presentation: Student teachers should compare gender roles in pre-colonial and colonial times</i></p> <p>Social Studies: (Regional integration and international relations) <i>Group report/presentation and concept map on the</i></p>	<p><i>Use of group discussion and presentations to develop:</i></p> <ol style="list-style-type: none"> i. <i>communication and Collaboration skills</i> ii. <i>Leadership and personal development</i> iii. <i>Critical thinking and problem-solving skills</i> <p>3.5 Identify and discuss the continuous assessment opportunities in lesson 5 of your course in line with the NTEAP.</p> <p>Examples Geography: (Population, Environment and Development) <i>Student-teachers develop concept maps to depict causes and variations in mortality to assess pedagogical content knowledge (PCK). NTS.2</i></p> <p>History: (History of Gender and culture in Ghana) <i>Group presentation: Student teachers should compare gender roles in pre-colonial and colonial times</i></p> <p>Social Studies: (Regional integration and international relations) <i>Group report/presentation and concept map on the</i></p>	
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	<p><i>organs of CN and UN and their roles in the international organizations</i></p> <p>RME :(Critical and moral issues I) <i>Reflective Essays:</i> <i>Task students to reflect and write an essay on their changing perceptions about seduction, rape, defilement and harassment</i></p> <p>3.6 Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 5 of their various courses.</p> <p>Examples Resources:</p> <p>Geography: <i>Course manual</i> <i>Maps and Physical models</i> <i>You tube videos, laptops, projectors, smart phones, Flip Charts, 'A' ¾ sheets, markers, audio visual aids, projectors, laptops etc</i></p> <p>History: <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i></p> <p>Social Studies: <i>Audio-visual Equipment and Video clips on how the potentials of the youth can be harnessed to contribute to national development,</i></p>	<p><i>organs of CN and UN and their roles in the international organizations</i></p> <p>RME :(Critical and moral issues I) <i>Reflective Essays:</i> <i>Task students to reflect and write an essay on their changing perceptions about seduction, rape, defilement and harassment</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 5 of your course.</p> <p>Examples Resources:</p> <p>Geography: <i>Course manuals</i> <i>Maps and Physical models, You tube videos, laptops, projectors, smart phones</i> <i>Flip Charts, 'A' ¾ sheets, markers, audio visual aids, projectors, laptops etc</i></p> <p>History: <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i></p> <p>Social Studies: <i>Audio-visual Equipment and Video clips on how the potentials of the youth can be harnessed to contribute to national development,</i></p>
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	<p><i>Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs</i></p> <p>RME: <i>Lat tops, projectors, smart phones, audio-visual materials, flip chart</i></p> <p>Note: Do develop an effective plan for the lesson to ensure efficient delivery in the classroom.</p>	<p><i>Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs</i></p> <p>RME: <i>Lat tops, projectors, smart phones, audio-visual materials, flip chart</i></p> <p>Note: Do develop an effective plan for the lesson to ensure efficient delivery in the classroom</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4. 1 Ask each tutor to reflect and write down two key things discussed in the PD session.</p> <p>4.2 Ask participants to share their points with colleagues in their groups and then with the larger group.</p> <p>4. 3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 6.</p> <p>4.4 Ask tutors to ask further questions for clarification if there are still unresolved issues.</p> <p>4.5 Ask tutors to read lesson 6 and gather relevant materials before the next PD session.</p>	<p>4. 1 Reflect and write down two key things discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your groups and then with the larger group.</p> <p>4. 3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 6.</p> <p>4.4 Ask further questions for clarification if you still have unresolved issues.</p> <p>4.5 Read lesson 6 and gather relevant materials before the next PD session.</p>	15 mins

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

<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>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.</p> <p>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).</p> <p>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.</p> <p>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 (LIs).</p> <p>Examples</p> <p>Geography (Physical Geography) LO: <i>Demonstrate knowledge on landforms of water action</i></p> <p>LI: <i>Identify landforms of water action in the environment and maps</i></p>	<p>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.</p> <p>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).</p> <p>1.3 Share your findings and lessons learned from teaching lesson 5 with your larger group.</p> <p>1.4 Read and discuss the introductory sections of lesson 6 taking into consideration the Learning Outcomes (Los) and Learning Indicators (Lis).</p> <p>Examples</p> <p>Geography (Physical Geography) LO: <i>Demonstrate knowledge on landforms of water action</i></p> <p>LI: <i>Identify landforms of water action in the environment and maps</i></p>	<p>20 mins</p>
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	<p>History (History of Gender and culture in Ghana)</p> <p>LO: Exhibit understanding of what gender issues were in colonial times. LI: Explain Gender roles in pre-colonial times</p> <p>Social Studies (Regional integration and international relations) LO: Demonstrate knowledge and understanding of the of the accomplishments of ECOWAS as a regional body in line with its objectives</p> <p>LIs:</p> <ol style="list-style-type: none"> i. Identify and explain the objectives of ECOWAS and AU ii. Examine the accomplishments of ECOCOWAS AND AU <p>RMS (Critical and moral issues I) LO: Demonstrate knowledge of concepts associated with LGBTQ</p> <p>LI: Explain the terms Lesbian, Gay, bisexual, transgender, queer</p> <p>1.5 Ask tutors to identify and discuss the distinctive features of their lessons in the course manual.</p>	<p>History (History (History of Gender and culture in Ghana)</p> <p>LO: Exhibit understanding of what gender issues were in colonial times. LI: Explain Gender roles in pre-colonial times</p> <p>Social Studies (Regional integration and international relations) LO: Demonstrate knowledge and understanding of the of the accomplishments of ECOWAS as a regional body in line with its objectives</p> <p>LIs:</p> <ol style="list-style-type: none"> i. Identify and explain the objectives of ECOWAS and AU ii. Examine the accomplishments of ECOCOWAS AND AU <p>RMS (Critical and moral issues I) LO: Demonstrate knowledge of concepts associated with LGBTQ</p> <p>LI: Explain the terms Lesbian, Gay, bisexual, transgender, queer</p> <p>1.5 Identify and discuss the distinctive features of your lesson in the course manual.</p>	
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	<p>For example Geography (Population and Development): Meaning and characteristics of migration</p> <p>History (History of science and technology): Ghana's mining landscape from the from the 19th century to the end of colonial rule.</p> <p>Social studies (Youth and national development): Misconceptions about the role of the youth in national development</p> <p>RME (Theories of religious and moral development): Background of the Social Learning (Behaviouristic) Theories of Moral Development by Skinner and Bandura</p>	<p>For example Geography (Population and Development): Meaning and characteristics of migration</p> <p>History (History of science and technology): Ghana's mining landscape from the from the 19th century to the end of colonial rule.</p> <p>Social studies (Youth and national development): Misconceptions about the role of the youth in national development</p> <p>RME (Theories of religious and moral development): Background of the Social Learning (Behaviouristic) Theories of Moral Development by Skinner and Bandura</p>	
<p>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.</p>	<p>1.6 Using talk for learning, ask tutors to read pages 114 to 118 of year 3 STS manual on professional teaching portfolio and discuss how they can support student teachers to develop their Professional Teaching Portfolio, and state its importance.</p> <p>NB: The content of Professional teaching portfolio includes:</p>	<p>1.6 Using talk for learning, ask tutors to read pages 114 to 118 of year 3 STS manual on professional teaching portfolio and discuss how they can support student teachers to develop their Professional Teaching Portfolio, and state its importance.</p> <p>NB: The content of Professional teaching portfolio includes:</p>	

	<ul style="list-style-type: none"> <i>i. Profile</i> <i>ii. Career objectives</i> <i>iii. Educational qualifications</i> <i>iv. Wider school artefacts (Trophies, Certificates, Pictures of event),</i> <i>v. Personal teaching philosophy</i> <i>vi. Students reflective journals (SRJ)</i> <p>Importance of a professional teaching portfolio</p> <ul style="list-style-type: none"> <i>i. It serves as an evidence of student teachers' progress towards being a teacher</i> <i>ii. It serves as a starting point for continuous professional development (CPD)</i> <i>iii. It helps in acquiring and renewal of licence.</i> <p>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.</p>	<ul style="list-style-type: none"> <i>vii. Profile</i> <i>viii. Career objectives</i> <i>ix. Educational qualifications</i> <i>x. Wider school artefacts (Trophies, Certificates, Pictures of event),</i> <i>xi. Personal teaching philosophy</i> <i>xii. Students reflective journals (SRJ)</i> <p>Importance of a professional teaching portfolio</p> <ul style="list-style-type: none"> <i>iv. It serves as an evidence of student teachers' progress towards being a teacher</i> <i>v. It serves as a starting point for continuous professional development (CPD)</i> <i>vi. It helps in acquiring and renewal of licence.</i> <p>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.</p>	
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	<p>Example:</p> <ul style="list-style-type: none"> i. Identify problem(s) regarding teaching and learning interaction ii. Collect data to justify identified problem iii. Use simple descriptive analysis to analyse data collected and use appropriate ICT tools to structure findings iv. Propose solution to the identified problem in a brief report. (NTS 3b) <p>Writing a report on classroom enquiry and action research</p> <ul style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study <p>NB: Refer to pages 91-99 of year 3 STS manual on Action Research</p>	<p>Example:</p> <ul style="list-style-type: none"> i. Identify problem(s) regarding teaching and learning interaction ii. Collect data to justify identified problem iii. Use simple descriptive analysis to analyse data collected and use appropriate ICT tools to structure findings iv. Propose solution to the identified problem in a brief report. (NTS 3b) <p>Writing a report on classroom enquiry and action research</p> <ul style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study <p>NB: Refer to pages 91-99 of year 3 STS manual on Action Research</p>	
<p>For each session remember this is the final semester before</p>	<p>1.8 Through discussion ask tutor to explain how to help student teachers plan for</p>	<p>1.8 Through discussion ask tutor to explain how to help student teachers</p>	

<p>Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</p>	<p>the world of work not forgetting the integration of GESI, CCI, ICT etc. as beginning teachers.</p> <p>Example</p> <ul style="list-style-type: none"> 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 <p>GESI</p> <ul style="list-style-type: none"> 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, 	<p>plan for the world of work not forgetting the integration of GESI, CCI, ICT etc. as beginning teachers.</p> <p>Example</p> <ul style="list-style-type: none"> 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 <p>GESI</p> <ul style="list-style-type: none"> 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 	
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	<i>pregnancy, peer pressure, among others.</i>	<i>hormonal upheavals, the impact of HIV/AIDS, pregnancy, peer pressure, among others.</i>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>2.1 Using think-pair-share, ask participants to identify key concepts in lesson 6 of their courses.</p> <p>Example of key concepts Geography (Physical geography): <i>Landforms, water action, fluvial processes, mapping</i></p> <p>History (History of Gender and culture in Ghana): <i>Socio-cultural space, gender roles, gender discrimination, pre-colonial time, gender inequality</i></p> <p>Social Studies (Regional integration and international relations): <i>ECOWAS, AU, regional body, basic school curriculum</i></p> <p>RME (Critical and moral issues I): <i>Lesbian, Gay, bisexual, transgender, queer (LGBTQ)</i> <i>Socio-cultural</i></p> <p>2.2 Using small group discussion, ask tutors to state some potential barriers to the teaching and</p>	<p>2.1 Using think-pair-share, ask participants to identify key concepts in lesson 6 of their courses.</p> <p>Example of key concepts Geography (Physical geography): <i>Landforms, water action, fluvial processes, mapping</i></p> <p>History (History of Gender and culture in Ghana): <i>Socio-cultural space, gender roles, gender discrimination, pre-colonial time, gender inequality</i></p> <p>Social Studies (Regional integration and international relations): <i>ECOWAS, AU, regional body, basic school curriculum</i></p> <p>RME (Critical and moral issues I): <i>Lesbian, Gay, bisexual, transgender, queer (LGBTQ)</i> <i>Socio-cultural</i></p> <p>2.2 Using small group discussion, ask tutors to state some potential barriers to the teaching</p>	15 mins

	<p>learning of lesson 6 of their course manual.</p> <p>Geography (Physical Geography): <i>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.</i></p> <p>History (History of Gender and culture in Ghana): <i>Student teachers may have a skewed and limited understanding of the complexities in changing notions of gender in history.</i></p> <p>Social Studies (Regional integration and international relations): <i>Misconceptions about the impact of ECOWAS and AU</i></p> <p>RME (Critical and moral issues I): <i>Students with entrenched opinions might struggle to appreciate why the need to learn about homosexuality</i></p> <p>2.3 Using talk for learning, ask tutors to discuss appropriate strategies to assist student teachers to overcome the barriers to</p>	<p>and learning of lesson 6 of their course manual.</p> <p>Geography (Physical Geography): <i>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.</i></p> <p>History (History of Gender and culture in Ghana): <i>Student teachers may have a skewed and limited understanding of the complexities in changing notions of gender in history.</i></p> <p>Social Studies (Regional integration and international relations): <i>Misconceptions about the impact of ECOWAS and AU</i></p> <p>RME (Critical and moral issues I): <i>Students with entrenched opinions might struggle to appreciate why the need to learn about homosexuality</i></p> <p>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.</p>	
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	<p>the learning of lesson 6 of their course manual.</p> <p>Example</p> <ol style="list-style-type: none"> i. <i>Using groups discussion overcome the challenge of little knowledge of student teachers in ICT in geography,</i> ii. <i>Student teachers with entrenched opinions on homosexuality needs to be educated on its negative effects in society in order to prevent it.</i> 	<p>Example</p> <ol style="list-style-type: none"> iii. <i>Using groups discussion overcome the challenge of little knowledge of student teachers in ICT in geography,</i> iv. <i>Student teachers with entrenched opinions on homosexuality needs to be educated on its negative effects in society in order to prevent it.</i> 	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making explicit links to the Basic 	<p>3.1 Ask tutors to read from their course manuals the teaching and learning activities and discuss how they are to be used to teach lesson 6 of their courses.</p> <p>Example Geography: <i>Discussion, brainstorming, question and answer etc.</i></p> <p><i>Brainstorming can be used to teach concepts like the solar system in geography.</i></p> <p>History: <i>Discussion, lecture, think, pair share should be used in facilitating lessons, e-</i></p>	<p>3.1 Read from their course manuals the teaching and learning activities and discuss how they are to be used to teach lesson 6 of their courses.</p> <p>Example Geography: <i>Discussion, brainstorming, question and answer etc.</i></p> <p><i>Brainstorming can be used to teach concepts like the solar system in geography.</i></p> <p>History: <i>Discussion, lecture, think, pair share should be used in facilitating lessons, e-</i></p>	40 mins

<p>School Curriculum</p> <p>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>➤ Reading, discussion, and identification of continuous assessment opportunities in the -lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material:</p>	<p><i>learning opportunities – Videos from YouTube, seminars independent study, practical activity</i></p> <p>Social Studies: <i>shower thoughts, concept map, group activity</i></p> <p>RME: <i>Practical activity, work-based leaning, seminars, independent study, e-learning opportunities, practicum</i></p> <p>3.2 Using think-pair-share ask tutors to identify the teaching and learning activities that may require further clarification.</p> <p>For example</p> <p>i. <i>E-learning opportunities – Videos from YouTube in history, geography, social studies and RME</i></p> <p>ii. <i>Shower thought in social studies and geography</i></p> <p>iii. <i>Concept mapping in geography, history, RME and social studies.</i></p> <p>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.</p>	<p><i>learning opportunities – Videos from YouTube, seminars independent study, practical activity</i></p> <p>Social Studies: <i>shower thoughts, concept map, group activity</i></p> <p>RME: <i>Practical activity, work-based leaning, seminars, independent study, e-learning opportunities, practicum</i></p> <p>3.2 Identify the teaching and learning activities that may require further clarification.</p> <p>For example</p> <p>i. <i>E-learning opportunities – Videos from YouTube in history, geography, social studies and RME</i></p> <p>ii. <i>Shower thought in social studies and geography</i></p> <p>iii. <i>Concept mapping in geography, history, RME and social studies.</i></p> <p>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.</p>	
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<p>literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>For example</p> <p>1. <i>E-learning opportunities:</i></p> <p>i. <i>Demonstrating how to prepare PowerPoint to teach topics in their lessons</i></p> <p>ii. <i>Downloading Videos from YouTube to teach concepts</i></p> <p>2. <i>Demonstrate how to employ work-based leaning to ensure child-centred learning.</i></p> <p>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.</p> <p>Examples GESI</p> <p>i. <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.</i></p>	<p>For example</p> <p>1. <i>E-learning opportunities:</i></p> <p>i. <i>Demonstrating how to prepare PowerPoint to teach topics in their lessons</i></p> <p>ii. <i>Downloading Videos from YouTube to teach concepts</i></p> <p>2. <i>Demonstrate how to employ work-based leaning to ensure child-centred learning.</i></p> <p>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.</p> <p>Examples GESI</p> <p>i. <i>ensuring that Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various</i></p>	
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	<p>ii. <i>Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, pregnancy, peer pressure, among others.</i></p> <p>iii. <i>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</i></p> <p>iv. <i>Support to students with learning disabilities.</i></p> <p>ICT <i>ICT tools that can be used in teaching and learning:</i></p> <ol style="list-style-type: none"> <i>1. Projector, desktop and laptops computers for PowerPoint presentation,</i> <i>2. Digital cameras for taking photographs</i> <i>3. Printer, tablets, Pen Drive, iPad,</i> 	<p><i>perspectives of teaching and assessment.</i></p> <p>ii. <i>Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, pregnancy, peer pressure, among others.</i></p> <p>iii. <i>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</i></p> <p>iv. <i>Support to students with learning disabilities.</i></p> <p>ICT <i>ICT tools that can be used in teaching and learning:</i></p> <ol style="list-style-type: none"> <i>1. Projector, desktop and laptops computers for PowerPoint presentation,</i> <i>2. Digital cameras for taking photographs</i> 	
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	<p><i>Scanners, Microphones, DVDs and CDs Flash discs, video Games etc.</i></p> <p>21st Century skills Communication skill, critical thinking, literacy skills</p> <p>a. Communication skill <i>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.</i></p> <p>b. <i>Using brainstorming, concept mapping, discussion techniques will help build critical thinking in student teachers.</i></p> <p>3.5 Ask tutors to read from their course manuals and discuss the continues assessment opportunities of their lessons.</p> <p>Example Geography (Population and Development) <i>1. Student-teachers make a group presentation on meaning, characteristics and types of migration for assessing enquiry, creativity,</i></p>	<p>3. <i>Printer, tablets, Pen Drive, iPad, Scanners, Microphones, DVDs and CDs Flash discs, video Games etc.</i></p> <p>21st Century skills Communication skill, critical thinking, literacy skills</p> <p>a. Communication skill <i>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.</i></p> <p>b. <i>Using brainstorming, concept mapping, discussion techniques will help build critical thinking in student teachers</i></p> <p>3.5 Read from your course manual and discuss the continues assessment opportunities of your lessons.</p> <p>Example Geography (Population and Development) <i>1. Student-teachers make a group presentation on meaning, characteristics and types of migration for assessing enquiry, creativity, and</i></p>	
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	<p><i>and collaborations skills. NTS; 1a 2c.</i></p> <p>History (History of science and technology) <i>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.</i></p> <p>Social studies (Youth and national development) <i>1. In groups, Student teachers design a lesson demonstrating how they will teach the lesson in JHS during STS.</i></p> <p>RME (Critical and moral issues I) <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</i></p> <p>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.</p>	<p><i>collaborations skills. NTS; 1a 2c.</i></p> <p>History (History of science and technology) <i>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.</i></p> <p>Social studies (Social studies (Youth and national development) <i>1. In groups, Student teachers design a lesson demonstrating how they will teach the lesson in JHS during STS.</i></p> <p>RME (Critical and moral issues I) <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</i></p> <p>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.</p>	
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	<p>Example Geography</p> <p>i. Course manual, Maps and Physical models, YouTube videos, Flip Charts, audio visual aids</p> <p>History</p> <p>i. Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera</p> <p>Social Studies</p> <p>i. Audio-visual Equipment and Video clips on the achievements of ECOWAS</p> <p>ii. Posters depicting the contributions of AU</p> <p>iii. Braille, Scanner and Embosser Sign language (Resource Person).</p> <p>iv. internet facility, laptop computer/PCs, Smartphones</p> <p>RME</p> <p>YouTube videos, Flip Charts, audio visual aids internet facility, laptop computer/PCs, Smartphones</p>	<p>Example Geography</p> <p>i. Course manual, Maps and Physical models, YouTube videos, Flip Charts, audio visual aids</p> <p>History</p> <p>i. Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera</p> <p>Social Studies</p> <p>i. Audio-visual Equipment and Video clips on the achievements of ECOWAS</p> <p>ii. Posters depicting the contributions of AU</p> <p>iii. Braille, Scanner and Embosser Sign language (Resource Person).</p> <p>iv. internet facility, laptop computer/PCs, Smartphones</p> <p>RME</p> <p>YouTube videos, Flip Charts, audio visual aids internet facility, laptop computer/PCs, Smartphones</p>	
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	<p>3.7 Using questions and answer technique, ask tutors to explain how they will plan for the next lesson.</p> <p>For example</p> <ul style="list-style-type: none"> i. preparation of teaching learning resources ii. writhing of proforma. iii. Using PowerPoint to prepare lessons 	<p>3.7 Ask tutors to explain how they will plan for the next lesson.</p> <p>For example</p> <ul style="list-style-type: none"> i. preparation of teaching learning resources ii. writhing of proforma. iii. Using PowerPoint to prepare lessons 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to identify critical friends to observe their lessons and report at the next PD session.</p> <p>4.2 Ask tutors to identify and address any outstanding issues relating to lesson 6 for further clarification.</p> <p>4.3 Remind tutors to read lesson 7 from their course manuals in advance before the next PD session.</p>	<p>4.1 Identify critical friends to observe your lessons and report at the next PD session.</p> <p>4.2 Identify and address any outstanding issues relating to lesson 6 for further clarification.</p> <p>4.3 Remember to read lesson 7 from your course manual in advance before the next PD session.</p>	15 mins

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

should be made to the course manual/s.			
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 Ask tutors to review the previous PD session and reflect on the successes and challenges with regard to its implementation and share with the group.</p> <p>Examples of Anticipated Challenges</p> <ul style="list-style-type: none"> i. <i>The use of ICT tools</i> ii. <i>Unstable internet connectivity</i> iii. <i>The integration of GESI in lesson delivery</i> <p>1.2 Ask a critical friend who sat in lesson six class to share his or her findings with the group.</p> <p>1.3 Ask tutors to read the introductory part of lesson 7 of each course including lesson description to learning outcomes and indicators.</p> <p>Examples of Lesson Descriptions of Lesson 7</p> <p>Geography: (Physical Geography): <i>The lesson gives the student-teacher’s knowledge on the activities of wind in shaping desert landscapes. It covers the</i></p>	<p>1.1 Review the previous PD session and reflect on the successes and challenges with regard to its implementation and share with the group.</p> <p>Examples of Anticipated Challenges</p> <ul style="list-style-type: none"> i. The use of ICT tools ii. Unstable internet connectivity iii. The integration of GESI in lesson delivery <p>1.2 A critical friend who sat in lesson six class should share his or her findings with the group.</p> <p>1.3 Read the introductory part of lesson 7 of your course including lesson description to learning outcomes and indicators.</p> <p>Examples of Lesson Descriptions of Lesson</p> <p>Geography: (Physical Geography): <i>The lesson gives the student-teacher’s knowledge on the activities of wind in shaping desert</i></p>	<p>20 mins</p>

	<p><i>processes of wind erosion, transportation, types of deserts landscapes and landforms of wind activities</i></p> <p>History: (History of Arts, Science and technology): <i>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.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>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.</i></p> <p>RME: (Critical and Moral Issues): <i>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</i></p>	<p><i>landscapes. It covers the processes of wind erosion, transportation, types of deserts landscapes and landforms of wind activities</i></p> <p>History: (History of Arts, Science and technology): <i>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.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>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.</i></p> <p>RME: (Critical and Moral Issues): <i>This is the first of a two-part lesson on morality and environment. In this lesson student teachers undertake a field trip to</i></p>	
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	<p><i>problems first-hand, and report about them.</i></p> <p>Examples of Prior Knowledge of Lesson 7 Geography: (Population, Environment and Development): <i>It is assumed that student-teachers have previous knowledge on migration.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Student teachers have knowledge of the meaning of Gender and its importance to the call for equality.</i></p> <p>Social Studies: (Youth and National Development): <i>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.</i></p> <p>RME: (Theories of Religious and Moral Development): <i>Student teachers have been taken through religious development and some other learning theories and might be ready to link them to appropriate contents.</i></p>	<p><i>witness environmental problems first-hand, and report about them.</i></p> <p>Examples of Prior Knowledge of Lesson 7 Geography: (Population, Environment and Development): <i>It is assumed that student-teachers have previous knowledge on migration.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Student teachers have knowledge of the meaning of Gender and its importance to the call for equality.</i></p> <p>Social Studies: (Youth and National Development): <i>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.</i></p> <p>RME: (Theories of Religious and Moral Development): <i>Student teachers have been taken through religious development and some other</i></p>	
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	<p><i>They might have also experienced various theories of religious development as religious practitioners.</i></p> <p>Examples of LOs and LIs in Lesson 7</p> <p>Geography: (Physical Geography): LO <i>Demonstrate knowledge of the processes of wind erosion and transportation in the desert.</i></p> <p>LI <i>Explain processes of wind erosion and transportation in the desert.</i></p> <p>History: (History of Arts, Science and Technology): LO <i>Appreciate the nature of agrarian science and technology in pre-colonial Ghana</i></p> <p>LI <i>Describe the nature of agrarian science and technology in pre-colonial Ghana</i></p>	<p><i>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.</i></p> <p>Examples of LOs and LIs in Lesson 7</p> <p>Geography: (Physical Geography): LO <i>Demonstrate knowledge of the processes of wind erosion and transportation in the desert.</i></p> <p>LI <i>Explain processes of wind erosion and transportation in the desert.</i></p> <p>History: (History of Arts, Science and Technology): LO <i>Appreciate the nature of agrarian science and technology in pre-colonial Ghana</i></p> <p>LI <i>Describe the nature of agrarian science and technology in pre-colonial Ghana</i></p>	
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	<p>Social Studies: (Regional Integration and International Relations): LO <i>Demonstrate knowledge and understanding of the accomplishments of CN in line with its objectives</i></p> <p>LI</p> <ul style="list-style-type: none"> <i>i. Identify and explain the objectives of CN and UN.</i> <i>ii. Examine the accomplishments of CN and UN.</i> <i>iii. Discuss the relevance of teaching about the accomplishment of CN and UN in the basic school curriculum</i> <p>RME: (Critical and Moral Issues): LO <i>Demonstrate knowledge of environmental problems confronting their communities.</i></p> <p>LI</p> <ul style="list-style-type: none"> <i>i. Describe environmental problems in your society.</i> <i>ii. Create a digital report of your community's environmental problems.</i> <p>1.4 Ask tutors to identify the distinctive features</p>	<p>Social Studies: (Regional Integration and International Relations): LO <i>Demonstrate knowledge and understanding of the accomplishments of CN in line with its objectives</i></p> <p>LI</p> <ul style="list-style-type: none"> <i>i. Identify and explain the objectives of CN and UN.</i> <i>ii. Examine the accomplishments of CN and UN.</i> <i>iii. Discuss the relevance of teaching about the accomplishment of CN and UN in the basic school curriculum</i> <p>RME: (Critical and Moral Issues): LO <i>Demonstrate knowledge of environmental problems confronting their communities.</i></p> <p>LI</p> <ul style="list-style-type: none"> <i>i. Describe environmental problems in your society.</i> <i>ii. Create a digital report of your community's environmental problems.</i> <p>1.4 Identify the distinctive features of lesson 7 of</p>	
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	<p>of lesson 7 of each course from the course manuals.</p> <p>Examples of Distinctive Features of Lesson 7</p> <p><i>Geography: (Population, Environment and Development):</i></p> <ul style="list-style-type: none"> <i>i. Drivers of Urbanization.</i> <i>ii. Theories of Urbanization</i> <p><i>History: (History of Gender and Culture in Ghana):</i></p> <ul style="list-style-type: none"> <i>i. Class, ethnicity, disability, age, religion and politics.</i> <i>ii. Gender, Patriarchy and ideas of inequality.</i> <p><i>Social Studies: (Youth and National Development):</i></p> <ul style="list-style-type: none"> <i>i. The environment the youth find themselves in Ghana.</i> <i>ii. Meeting the needs of the youth.</i> <p><i>RME: (Theories of Religious and Moral Development):</i></p> <ul style="list-style-type: none"> <i>i. Background to Piaget’s Moral</i> 	<p>your course from your course manual.</p> <p>Examples of Distinctive Features of Lesson 7</p> <p><i>Geography: (Population, Environment and Development):</i></p> <ul style="list-style-type: none"> <i>i. Drivers of Urbanization.</i> <i>ii. Theories of Urbanization</i> <p><i>History: (History of Gender and Culture in Ghana):</i></p> <ul style="list-style-type: none"> <i>i. Class, ethnicity, disability, age, religion and politics.</i> <i>ii. Gender, Patriarchy and ideas of inequality.</i> <p><i>Social Studies: (Youth and National Development):</i></p> <ul style="list-style-type: none"> <i>i. The environment the youth find themselves in Ghana.</i> <i>ii. Meeting the Needs of the Youth.</i> <p><i>RME: (Theories of Religious and Moral Development):</i></p> <ul style="list-style-type: none"> <i>i. Background to Piaget’s Moral</i> 	
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	<p><i>Development Theory</i></p> <p>ii. <i>Features of the three stages of Piaget's theory.</i></p>	<p><i>Development Theory</i></p> <p>ii. <i>Features of the three stages of Piaget's theory.</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing, tutors should to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>1.5 Ask tutors to refer to pages 114-118 of the Year 3 STS manual on professional teaching portfolio.</p> <p>1.6 Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p><i>E.g., The content of Professional teaching portfolio includes:</i></p> <p>i. <i>Personal teaching philosophy</i></p> <p>ii. <i>Student reflective journals</i></p> <p>iii. <i>Samples of work the student teacher has graded, showing their comments.</i></p> <p>iv. <i>Link tutor's assessment comments</i></p> <p>1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research and identify the various components of an AR.</p>	<p>1.5 Refer to pages 114- 118 of the Year 3 STS manual on professional teaching portfolio.</p> <p>1.6 Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p><i>E.g., The content of Professional teaching portfolio includes:</i></p> <p>i. <i>Personal teaching philosophy</i></p> <p>ii. <i>Student reflective journals</i></p> <p>iii. <i>Samples of work the student teacher has graded, showing their comments.</i></p> <p>iv. <i>Link tutor's assessment comments</i></p> <p>1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research and identify the various components of an AR.</p>	

	<p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study. 	<p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study. 	
<p>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</p>	<p>1.9 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> i. How to prepare for the licensure examination. ii. How to manage placement issues. iii. Community engagement 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> i. How to prepare for the licensure examination. 	

	<p>iv. How to handle controversial issues</p> <p>GESI</p> <ul style="list-style-type: none"> □ Assign leadership roles to males, females and people with different forms of disabilities in groups. 	<p>ii. How to manage placement issues.</p> <p>iii. Community engagement</p> <p>iv. How to handle controversial issues</p> <p>GESI</p> <ul style="list-style-type: none"> □ Assign leadership roles to males, females and people with different forms of disabilities in groups. 	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s</p>	<p>2.1 Ask tutors to brainstorm the likely new concepts from lesson 7 of each course.</p> <p>Examples of New Concepts:</p> <p>Geography: (Physical Geography):</p> <ul style="list-style-type: none"> i. Spatial locations, ii. Wind erosion <p>History: (History of Arts, Science and Technology):</p> <ul style="list-style-type: none"> i. Agrarian science ii. Technology <p>Social Studies: (Regional Integration and International Relation):</p>	<p>2.1 Brainstorm the likely new concepts from lesson 7 of your course.</p> <p>Examples of New Concepts:</p> <p>Geography: (Physical Geography):</p> <ul style="list-style-type: none"> i. Spatial locations, ii. Wind erosion <p>History: (History of Arts, Science and Technology):</p> <ul style="list-style-type: none"> i. Agrarian science ii. Technology <p>Social Studies: (Regional Integration and International Relation):</p>	<p>15 mins</p>

<p>with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<ul style="list-style-type: none"> i. ECOWAS, UN and CN ii. Accomplishments <p>RME: (Critical and Moral Issue):</p> <ul style="list-style-type: none"> i. Environmental degradation ii. Morality <p>2.2 Ask tutors in their subject areas to identify possible barriers to the teaching and learning of lesson seven of each course.</p> <p>Examples Possible Barriers in Lesson 7</p> <p>Geography: (Population, Environment and Development): Generally, students often have less difficulties applying human geography concepts but lack of funds and logistics to undertake field studies could be a barrier.</p> <p>History: (History of Gender and Culture in Ghana): Student teachers lack concrete understanding on intersectionality.</p>	<ul style="list-style-type: none"> i. ECOWAS and UN CN ii. Accomplishments <p>RME: (Critical and Moral Issue):</p> <ul style="list-style-type: none"> i. Environmental degradation ii. Morality <p>2.2 In your subject area, identify possible barriers to the teaching and learning of lesson 7 of your course.</p> <p>Examples of Possible Barriers in Lesson 7</p> <p>Geography: (Population, Environment and Development): Generally, students often have less difficulties applying human geography concepts but lack of funds and logistics to undertake field studies could be a barrier.</p> <p>History: (History of Gender and Culture in Ghana): Student teachers lack concrete understanding on intersectionality.</p>	
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	<p>Social Studies: (Youth and National Development): Lack of/inadequate understanding of needs of the youth.</p> <p>RME: (Theories of Religious and Moral Development): Student teachers may not wholly accept that acquiring a sense of good moral behaviour can also depend on the level of one’s age or experience. They may not easily accept that the more children advance in years the more this affects their general thinking and their moral thinking (judgement) in particular.</p>	<p>Social Studies: (Youth and National Development): Lack of/inadequate understanding of needs of the youth.</p> <p>RME: (Theories of Religious and Moral Development): Student teachers may not wholly accept that acquiring a sense of good moral behaviour can also depend on the level of one’s age or experience. They may not easily accept that the more children advance in years the more this affects their general thinking and their moral thinking (judgement) in particular.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic 	<p>3.1 Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 7.</p> <p>Examples: Geography: (Physical Geography): Tutor initiates discussions with the Student teachers on the factors necessary for precipitation.</p> <p>History: (History of Arts Science and technology): <i>Tutor leads a discussion on the nature of the agriculture in pre-colonial economy.</i></p>	<p>3.1 Refer to your course manual in your subject groups and discuss the teaching and learning activities for lesson 7.</p> <p>Examples: Geography: (Physical Geography): Tutor initiates discussions with the Student teachers on the factors necessary for precipitation.</p> <p>History: (History of Arts Science and technology): <i>Tutor leads a discussion on the nature of the</i></p>	40 mins

<p>School Curriculum</p> <ul style="list-style-type: none"> ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning , subject specific examples should be provided for SL/HoD ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given 	<p>Social Studies: (Regional Integration and International Relations): <i>Tutor facilitates student teachers revision of previous lesson on the accomplishments of ECOWAS and AU through shower thought.</i></p> <p>RME: (Critical and Moral Issues): <i>Tutor organizes students into groups and assign them different sites to observe bad environmental practices.</i></p> <p>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.</p> <p>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.</p> <p>For Example:</p> <ul style="list-style-type: none"> i. <i>Student teachers do peer-teaching on specific topics to</i> 	<p><i>agriculture in pre-colonial economy.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Tutor facilitates student teachers revision of previous lesson on the accomplishments of ECOWAS and AU through shower thought</i></p> <p>RME: (Critical and Moral Issue): <i>Tutor organizes students into groups and assign them different sites to observe bad environmental practices.</i></p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification for discussion.</p> <p>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.</p> <p>For Example:</p> <ul style="list-style-type: none"> i. <i>Student teachers do peer-teaching on specific topics</i> 	
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<p>to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>sharpen their skills and competencies to be able to teach the basic school curriculum.</i></p> <p><i>ii. Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i></p> <p>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.</p> <p>Examples: GESI:</p> <p><i>i. Paying special attention to student teachers with disabilities. E.g. Hearing impairment, visual impairment, and physical disability.</i></p> <p><i>ii. Paying attention to people with different learning preferences</i></p> <p><i>iii. Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></p>	<p><i>to sharpen their skills and competencies to be able to teach the basic school curriculum.</i></p> <p><i>ii. Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i></p> <p>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.</p> <p>Examples: GESI:</p> <p><i>i. Paying special attention to student teachers with disabilities. E.g. Hearing impairment, visual impairment, and physical disability.</i></p> <p><i>ii. Paying attention to people with different learning preferences</i></p> <p><i>iii. Assign leadership roles to males, females and people with different forms of</i></p>	
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	<p>ICT:</p> <ul style="list-style-type: none"> 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. <p>21st Century Skills:</p> <ul style="list-style-type: none"> i. Use of smart phones and PowerPoint presentations to develop: <ul style="list-style-type: none"> a. digital literacy skills b. Innovation and creativity ii. Use of group discussion to develop: <ul style="list-style-type: none"> a. communication and Collaboration skills b. Leadership and personal development c. Critical thinking and problem-solving skills <p>3.5 Ask tutors refer to their course manuals in their subject groups to identify and discuss the</p>	<p><i>disabilities in groups.</i></p> <p>ICT:</p> <ul style="list-style-type: none"> 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. <p>21st Century Skills:</p> <ul style="list-style-type: none"> i. Use of smart phones and PowerPoint presentations to develop: <ul style="list-style-type: none"> a. digital literacy skills. b. Innovation and creativity. ii. Use of group discussion to develop: <ul style="list-style-type: none"> a. communication and Collaboration skills b. Leadership and personal development c. Critical thinking and problem-solving skills <p>3.5 Refer to your course manual in your subject groups to identify and discuss</p>	
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	<p>continuous assessment opportunities in lesson seven in line with the NTEAP.</p> <p>Examples:</p> <p>Geography: (Population. Environment and Development): Student teachers outlines the consequences of urbanization to socio-economic development of Africa through group presentation to exhibit Pedagogical Content Knowledge (PCK), NTS 2c</p> <p>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.</p> <p>Social Studies: (Youth and National Development): Group presentations on the environment the youth find themselves in Ghana meeting the needs of the youth</p>	<p>the continuous assessment opportunities in lesson 7 in line with the NTEAP.</p> <p>Examples:</p> <p>Geography: (Population. Environment and Development): Student teachers outlines the consequences of urbanization to socio-economic development of Africa through group presentation to exhibit Pedagogical content Knowledge (PCK), NTS 2c</p> <p>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.</p> <p>Social Studies: (Youth and National Development): Group presentations on the environment the youth find themselves in Ghana meeting the needs of the youth</p>	
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	<p>RME: (Theories of Religious and Moral Development): <i>Student teachers write out their individual responses on the Educational Implications of the theories of moral development.</i></p> <p>3.6 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 7 of their various courses.</p> <p>Examples: Geography: (Physical Geography): <i>Course manual, maps and globe, YouTube videos, laptops, projectors etc.</i></p> <p>History: (History of Arts Science and technology): <i>Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Audio-visuals equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness</i></p>	<p>RME: (Theories of Religious and Moral Development): Development): <i>Student teachers write out their individual responses on the Educational Implications of the theories of moral development.</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 7 of your course.</p> <p>Examples: Geography: (Physical Geography): <i>Course manual, maps and globe, YouTube videos, laptops, projectors etc.</i></p> <p>History: (History of Arts Science and technology): <i>Primary data (pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Audio-visuals equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness</i></p>	
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	<p>RME: (Critical and Moral Issues): Whiteboard, markers, smart phones, computers, course outlines etc.</p> <p>3.7 Ask tutors to prepare a detailed plan on how to execute an effective lesson 7 to student teachers.</p>	<p>RME: (Critical and Moral Issues): White board, markers, smart phones, computers, course outlines etc.</p> <p>3.7 Prepare a detailed plan on how to execute an effective lesson 7 to student teachers.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Ask participants to share their points with colleagues in their group and then with the larger group.</p> <p>4.3 Ask tutors to identify a critical friend to observe their lessons and give feedback and report during the next PD session.</p> <p>4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.</p> <p>4.5 Remind tutors to read lesson 8 of their respective course manuals and mobilize needed resources for the next PD session.</p>	<p>4.1 Reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your group and then with the larger group.</p> <p>4.3 Identify a critical friend to observe their lessons and give feedback and report during the next PD session.</p> <p>4.4 Ask further questions for clarification if there are still outstanding issues.</p> <p>4.5 Read lesson 8 of your course manual and mobilize the needed resources for the next PD session.</p>	15 mins

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

<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 Ask tutors to reflect on the successes and weaknesses of lesson 7 during its implementation in the classroom.</p> <p>For example:</p> <ul style="list-style-type: none"> i. <i>Were there GESI issues affecting lesson delivery in the classroom?</i> ii. <i>Were there any difficulties in integrating ICT tools etc. in the classroom?</i> <p>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.</p> <p>1.3 Ask tutors to sit in groups based on their subject areas.</p> <p>1.4 Ask tutors to review the prior knowledge of the student teachers in line with lesson 8.</p> <p>Examples of student teachers' prior knowledge:</p> <p>Geography (Physical Geography): <i>Student teachers already have background knowledge of Biophysical</i></p>	<p>1.1 Reflect on the successes and weaknesses of lesson 7 during its implementation in the classroom.</p> <p>For example:</p> <ul style="list-style-type: none"> i. <i>Were there GESI issues affecting lesson delivery in the classroom?</i> ii. <i>Were there any difficulties in integrating ICT tools etc. in the classroom?</i> <p>1.2 Share your experiences on lesson 7 during its implementation in the classroom.</p> <p>1.3 Sit in groups based on your subject areas.</p> <p>1.4 Review the prior knowledge of the student teachers in line with lesson 8.</p> <p>Example of student teachers' prior knowledge:</p> <p>Geography (Physical Geography): <i>Student teachers already have background knowledge of Biophysical</i></p>	<p>20 mins</p>
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	<p><i>systems and Wind/Aeolian processes and landforms in deserts in their year two.</i></p> <p>History (History of Gender and Culture in Ghana.): <i>Student teachers have knowledge of the meaning of Gender and its importance to the call for equality.</i></p> <p>RME (Critical Moral Issues): <i>Student teachers have undertaken field trip and created digital reports about their visits</i></p> <p>Social Studies (Regional Integration and International Relations): <i>Student teachers are familiar with the achievements of ECOWAS and AU.</i></p> <p>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.</p> <p>Geography (Population, Environment and Development)</p> <p>Lesson description: Student teachers are introduced to the study of</p>	<p><i>systems and Wind/Aeolian processes and landforms in deserts in their year two.</i></p> <p>History (History of Gender and Culture in Ghana.): <i>Student teachers have knowledge of the meaning of Gender and its importance to the call for equality.</i></p> <p>RME (Critical Moral Issues): <i>Student teachers have undertaken field trip and created digital reports about their visits.</i></p> <p>Social Studies (Regional Integration and International Relations): <i>Student teachers are familiar with the achievements of ECOWAS and AU.</i></p> <p>1.5 Discuss the introductory part of lesson 8 of your course in the manual including: course descriptions, learning outcomes and their indicators.</p> <p>Geography (Population, Environment and Development)</p> <p>Lesson description Student teachers are introduced to the study of</p>	
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	<p>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.</p> <p><i>History (History of Arts, Science and Technology in Ghana)</i></p> <p><i>Lesson description:</i> 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.</p> <p><i>RME (Theories of Religious and Moral Development)</i></p> <p><i>Lesson description:</i> 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</p>	<p>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.</p> <p><i>History (History of Arts, Science and Technology in Ghana)</i></p> <p><i>Lesson description:</i> 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.</p> <p><i>RME (Theories of Religious and Moral Development)</i></p> <p><i>Lesson description:</i> 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</p>	
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	<p><i>Social Studies (Youth and National Development)</i></p> <p><i>Lesson description:</i> The lesson tries to involve the Youth in a discussion on how they can prepare themselves for national development.</p> <p><i>Examples of LOs and Lis:</i></p> <p><i>Geography (Physical Geography):</i> <i>LO:</i> Familiarize with the fluvial processes in deserts.</p> <p><i>LI:</i> Demonstrate knowledge on the fluvial processes in desert landscapes.</p> <p><i>History (History of Gender and Culture in Ghana.):</i> <i>LO:</i> Appreciate the focus in the differences in feminist ideologies.</p> <p><i>LI:</i> Discuss any reason for the differences in ideologies and how it can be solved.</p> <p><i>RME (Critical and Moral Issues):</i> <i>LO:</i> Demonstrate knowledge of environmental problems confronting their communities.</p>	<p><i>Social Studies (Youth and National Development)</i></p> <p><i>Lesson description:</i> The lesson tries to involve the Youth in a discussion on how they can prepare themselves for national development.</p> <p><i>Examples of LOs and Lis:</i></p> <p><i>Geography (Physical Geography):</i> <i>LO:</i> Familiarize with the fluvial processes in deserts.</p> <p><i>LI:</i> Demonstrate knowledge on the fluvial processes in desert landscapes.</p> <p><i>History (History of Gender and Culture in Ghana.):</i> <i>LO:</i> Appreciate the focus in the differences in feminist ideologies.</p> <p><i>LI:</i> Discuss any reason for the differences in ideologies and how it can be solved.</p> <p><i>RME (Critical and Moral Issues):</i> <i>LO:</i> Demonstrate knowledge of environmental problems confronting their communities.</p>	
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	<p>LI: Explain environmental problems in your society.</p> <p>Social Studies (Regional Integration and International Relations):</p> <p>LO: Demonstrate knowledge and understanding of the challenges confronting ECOWAS as a regional body.</p> <p>LI: Identify and explain the challenges confronting ECOWAS.</p> <p>1.6 Ask tutors in their subject areas to brainstorm for the distinctive features of lesson 8 in their course manual.</p> <p>Examples of distinctive features of lesson 8:</p> <p>Geography (Population, Environment and Development):</p> <ul style="list-style-type: none"> <i>i.</i> Meaning of the terms natural resources and economic development. <i>ii.</i> Types and characteristic of natural resources <i>iii.</i> Population, natural resources, and development 	<p>LI: Explain environmental problems in your society.</p> <p>Social Studies (Regional Integration and International Relations):</p> <p>LO: Demonstrate knowledge and understanding of the challenges confronting ECOWAS as a regional body.</p> <p>LI: Identify and explain the challenges confronting ECOWAS.</p> <p>1.6 Brainstorm for the distinctive features of lesson 8 in your course manual.</p> <p>Examples of distinctive features of lesson 8:</p> <p>Geography (Population, Environment and Development):</p> <ul style="list-style-type: none"> <i>i.</i> Meaning of the terms natural resources and economic development <i>ii.</i> Types and characteristic of natural resources <i>iii.</i> Population, natural resources, and development 	
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	<p>History (History of Arts, Science and Technology in Ghana):</p> <ul style="list-style-type: none"> <i>i.</i> Art forms and technology in Ghana <i>ii.</i> Technological processes of selected work areas <p>RME (Theories of Religious and Moral Development): Criteria for designing appropriate assessment items.</p> <p>Social Studies (Youth and National Development):</p> <ul style="list-style-type: none"> <i>i.</i> Ways the youth can use to prepare themselves for national development <i>ii.</i> Teach related topics in the Basic School curriculum. 	<p>History (History of Arts, Science and Technology in Ghana):</p> <ul style="list-style-type: none"> <i>i.</i> Art forms and technology in Ghana <i>ii.</i> Technological processes of selected work areas <p>RME (Theories of Religious and Moral Development): Criteria for designing appropriate assessment items.</p> <p>Social Studies (Youth and National Development):</p> <ul style="list-style-type: none"> <i>i.</i> Ways the youth can use to prepare themselves for national development <i>ii.</i> Teach related topics in the Basic School curriculum 	
<p>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.</p>	<p>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.</p> <p>1.8 Ask tutors to discuss with student teachers' ways by which they could be supported to develop their Professional teaching</p>	<p>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.</p> <p>1.8 Discuss with student teachers' ways by which they could be supported to develop their Professional</p>	

	<p>portfolio and Classroom Enquiry and Action Research project.</p> <p>Examples of the content of a Professional teaching portfolio:</p> <ul style="list-style-type: none"> i. 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. <p>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.</p> <p>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:</p>	<p>teaching portfolio and Classroom Enquiry and Action Research project</p> <p>Examples of the content of a Professional teaching portfolio:</p> <ul style="list-style-type: none"> i. 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 <p>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.</p> <p>1.10 Discuss how student teachers can be supported to collect and write reports on Classroom Enquiry and Action Research through activities such as:</p> <ul style="list-style-type: none"> i. Description of post intervention data collection 	
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	<ul style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study. 	<ul style="list-style-type: none"> 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. 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.11 Ask tutors to always remind student teachers in their teaching that this semester is their final semester for them to go into the society to start their practice as professional teachers.</p> <p>1.12 Ask tutors to incorporate in their lessons how they can assist student teachers to prepare themselves for the world of work having in mind how to integrate CCI, ICT GESI.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> i. How to adjust and position themselves for their professional advancement. ii. How to relate with both males and females members 	<p>1.11. Remind student teachers in their teaching that this semester is their final semester for them to go into the society to start their practice as professional teachers.</p> <p>1.12 Incorporate in your lessons how you can assist student teachers to prepare themselves for the world of work having in mind how to integrate CCI, ICT GESI.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> i. How to adjust and position themselves for their educational advancement. ii. How to relate with both male and females members 	

	<p>of a community in which they find themselves.</p> <p>GESI <i>Assigning leadership roles to males and females learners as well as people with different forms of disabilities they will be teaching in their communities.</i></p>	<p>of the community in which they find themselves.</p> <p>GESI <i>Assigning leadership roles to both males and females learners as well as people with different forms of disabilities they will be teaching in their communities</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>2.1 Ask tutors in their subject areas to brainstorm for possible new learning that student teachers will derive from lesson 8 in each course.</p> <p>Examples of New learning Concepts:</p> <p>Geography (Physical Geography):</p> <ul style="list-style-type: none"> i. Fluvial processes in deserts ii. Desert fluvial landforms iii. Formation of landforms of fluvial processes in deserts <p>History (History of Gender and Culture in Ghana):</p> <ul style="list-style-type: none"> i. Gender ii. Sexuality iii. race and iv. Ethnicity 	<p>2.1 Brainstorm for possible new learning that student teachers will derive from lesson 8 in your course.</p> <p>Examples of New learning Concepts:</p> <p>Geography (Physical Geography):</p> <ul style="list-style-type: none"> i. Fluvial processes in deserts ii. Desert fluvial landforms iii. Formation of landforms of fluvial processes in deserts <p>History (History of Gender and Culture in Ghana):</p> <ul style="list-style-type: none"> i. Gender ii. Sexuality iii. Race and iv. Ethnicity 	15 mins

	<p>RME (Critical Moral Issues):</p> <ul style="list-style-type: none"> <i>i.</i> Environmental problems <i>ii.</i> Presentation <i>iii.</i> Field trip <p>Social Studies (Regional Integration and International Relations):</p> <ul style="list-style-type: none"> <i>i.</i> Demonstration lesson <i>ii.</i> Challenges <i>iii.</i> Accomplishments <i>iv.</i> Achievements <p>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.</p> <p>Examples of potential barriers of lesson 8:</p> <p>Geography (Population, Environment and Development):</p> <ul style="list-style-type: none"> <i>i.</i> The belief systems of some of the student-teachers will influence their perception. <i>ii.</i> Tutors will assuage their fears. <p>History (History of Arts, Science and Technology in Ghana):</p>	<p>RME (Critical Moral Issues):</p> <ul style="list-style-type: none"> <i>i.</i> Environmental problems <i>ii.</i> Presentation <i>iii.</i> Field trip <p>Social Studies (Regional Integration and International Relations):</p> <ul style="list-style-type: none"> <i>i.</i> Demonstration lesson <i>ii.</i> Challenges <i>iii.</i> Accomplishments <i>iv.</i> Achievements <p>2.2 Shower thought for the potential barriers for the delivery and learning of lesson 8 in your course manual.</p> <p>Examples of potential barriers of lesson 8:</p> <p>Geography (Population, Environment and Development):</p> <ul style="list-style-type: none"> <i>i.</i> The belief systems of some of the student-teachers will influence their perception. <i>ii.</i> Tutors will assuage their fears. <p>History (History of Arts, Science and Technology in Ghana):</p>	
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	<p>Student teachers may struggle in identifying the main drivers of the colonial economy.</p> <p>RME (Theories of Religious and Moral Development):</p> <ul style="list-style-type: none"> 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. <p>Social Studies (Youth and National Development): Misconceptions and negative attitudes towards government jobs.</p> <p>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</p>	<p>Student teachers may struggle in identifying the main drivers of the colonial economy.</p> <p>RME (Theories of Religious and Moral Development):</p> <ul style="list-style-type: none"> 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 <p>Social Studies (Youth and National Development): Misconceptions and negative attitudes towards government jobs.</p> <p>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.</p>	
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	<p>learning to be effective.</p> <p>Example: Make effective use of group discussions, group presentations, projects for student-teachers to interact and learn best practices among themselves.</p>	<p>Example: Make effective use of group discussions, group presentations, projects for student-teachers to interact and learn best practices among themselves.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21stC skills 	<p>3.1 Ask tutors to refer to their respective course manuals to read and discuss the teaching and learning activities in lesson 8 and how they could be appropriately employed in delivering the Basic School Curriculum.</p> <p>Examples of teaching and learning activities:</p> <p>Geography (Wind depositional landforms): Tutor introduces the lesson to the student teachers by discussing the nature of air masses and fronts.</p> <p>History (Gender, sexuality, race and ethnicity): Tutor leads discussion on the differences in ideologies based on women’s different experiences.</p>	<p>3.1 Refer to your course manual to read and discuss the teaching and learning activities in lesson 8 and how they can be appropriately employed in delivering the Basic School Curriculum.</p> <p>Examples of teaching and learning activities:</p> <p>Geography (Wind depositional landforms): Tutor introduces the lesson to the student teachers by discussing the nature of air masses and fronts.</p> <p>History (Gender, sexuality, race and ethnicity): Tutor leads discussion on the differences in ideologies based on women’s different experiences.</p>	40mins

<p>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ 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</p>	<p>RME (Critical and Moral Issues): Tutor calls out student groups in turns to present their digital reports about their field trip.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Example: <i>During teaching, assist student teachers to plan and do peer teaching to demonstrate how to apply</i></p>	<p>RME (Critical and Moral Issues): Tutor calls out student groups in turns to present their digital reports about their field trip.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Example: <i>During teaching, assist student teachers to plan and do peer teaching to demonstrate how to apply</i></p>	
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<p>needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>some of the teaching strategies when they go out for STS and real teaching situations.</i></p> <p>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 21st Century Skills can be incorporated into their teaching.</p> <p>Examples (GESI)</p> <ul style="list-style-type: none"> <i>i. Giving special notice to student with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i> <i>ii. Sharing leadership roles to males and females in groups.</i> <i>iii. Using mixed-ability grouping.</i> <i>iv. Making use of gender-neutral language E.g., Chairperson instead of chairman</i> <p>Examples (ICT) <i>Help student teachers to search for information on the internet and do presentations using Projectors, smart phones, etc.</i></p>	<p><i>some of the teaching strategies when they go out for STS and real teaching situations.</i></p> <p>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.</p> <p>Examples (GESI)</p> <ul style="list-style-type: none"> <i>i. Giving special notice to student with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i> <i>ii. Sharing leadership roles to males and females in groups.</i> <i>iii. Using mixed-ability grouping.</i> <i>iv. Making use of gender-neutral language E.g., Chairperson instead of chairman</i> <p>Examples (ICT) <i>Help student teachers to search for information on the internet and do presentations using Projectors, smart phones, etc.</i></p>	
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	<p><i>21st Century Skills to be developed in student teachers engaging in the teaching and learning activities in respect course manual.</i></p> <ul style="list-style-type: none"> <i>i. Digital literacy, skills through the use of their smart phones and power point presentation</i> <i>ii. Innovation and creativity.</i> <p>Group discussions and presentations will lead to:</p> <ul style="list-style-type: none"> <i>i. Communication and Collaboration skills</i> <i>ii. Leadership and personal development</i> <i>iii. Critical thinking and problem-solving skills.</i> <p>3.5 Ask tutors in their respective groups to discuss the continuous assessment opportunities in lesson 8 of each course in the course manuals.</p> <p>Examples of assessment opportunities:</p> <p>Geography (Population, Environment and Development): Student teachers' presentations on natural resources to exhibit enquiry, collaboration,</p>	<p><i>21st Century Skills to be developed in student teachers engaging in the teaching and learning activities in respect course manual.</i></p> <ul style="list-style-type: none"> <i>i. Digital literacy, skills through the use of their smart phones and power point presentation.</i> <i>ii. Innovation and creativity.</i> <p>Group discussions and presentations will lead to:</p> <ul style="list-style-type: none"> <i>i. Communication and Collaboration skills</i> <i>ii. Leadership and personal development</i> <i>iii. Critical thinking and problem-solving skills</i> <p>3.5 In your respective groups discuss the continuous assessment opportunities in lesson 8 of your course in the course manual.</p> <p>Examples of assessment opportunities:</p> <p>Geography (Population, Environment and Development): Student teachers' presentations on natural resources to exhibit enquiry, collaboration,</p>	
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	<p>creative skills shall be assessed. NTS 1a</p> <p>History (History of Arts, Science and Technology in Ghana): Project assessment: Task student teachers write a one-page summary of lesson.</p> <p>RME (Theories of Religious and Moral Development):</p> <ul style="list-style-type: none"> ➤ Subject Portfolio Assessment. ➤ Subject Project Assessment. <p>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.</p> <p>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.</p>	<p>creative skills shall be assessed. NTS 1a</p> <p>History (History of Arts, Science and Technology in Ghana): Project assessment: Task student teachers write a one-page summary of lesson.</p> <p>RME (Theories of Religious and Moral Development):</p> <ul style="list-style-type: none"> ➤ Subject Portfolio Assessment. ➤ Subject Project Assessment. <p>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.</p> <p>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.</p>	
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	<p>Examples of teaching and learning resources:</p> <p>Geography:</p> <ol style="list-style-type: none"> i. Course manual ii. Maps and Physical models iii. Youtube videos iv. Audio visual aids, v. Projectors, etc. <p>History:</p> <ol style="list-style-type: none"> i. Books ii. Media report iii. Videotapes iv. Computers/ laptops, LCD v. Projector/screen. <p>RME:</p> <ol style="list-style-type: none"> i. Books ii. Media reports iii. Resources persons iv. Videotapes etc. <p>Social Studies:</p> <ol style="list-style-type: none"> i. Audio-visual Equipment, ii. Braille, iii. Resource Person, iv. Internet facility v. Laptop computer/PCs 	<p>Examples of teaching and learning resources:</p> <p>Geography:</p> <ol style="list-style-type: none"> i. Course manual ii. Maps and Physical models iii. Youtube videos iv. Audio visual aids v. Projectors, etc. <p>History:</p> <ol style="list-style-type: none"> i. Books ii. Media reports iii. Videotapes iv. Computers/ laptops, LCD v. Projector/screen. <p>RME:</p> <ol style="list-style-type: none"> i. Books ii. Media reports iii. Resources persons iv. Videotapes etc. <p>Social Studies:</p> <ol style="list-style-type: none"> i. Audio-visual Equipment ii. Braille iii. Resource Person iv. Internet facility v. Laptop computer/PCs 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues 	<p>4.1 Ask Tutors to write down what they have learnt in this PD session which is lesson 8 and share their points with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend</p>	<p>4.1 Write down what you have learnt in this PD session which is lesson 8 and share your points with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and</p>	<p>15 mins</p>

<p>relating to the lesson/s for clarification</p>	<p>to observe his or her lesson and give feedback to them and report in the next PD session.</p> <p>4.3 Ask tutors whether they still have some issues/challenges that need further clarification.</p> <p>4.4 Remind tutors to read lesson 9 for the next PD session.</p>	<p>give feedback to you and report in the next PD session.</p> <p>4.3 Do you still have some issues/challenges that need further clarification?</p> <p>4.4 Read lesson 9 for the next PD session.</p>	
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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)
- l. Theories of Religious and Moral Development: (**Lesson 9:** Mid Semester Course Review)

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

should be made to the course manual/s.			
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB: The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 Ask participants to share their experiences of lesson 8 PD session and how they applied the activities and methods in their lesson (positives and challenges they encountered in the classroom).</p> <p>1.2 Ask a critical friend who observed a colleague’s lesson 8 to share their findings for a short discussion.</p> <p>1.3 Ask tutors to read the introductory part of lesson 9 of each course up to and including learning outcomes and indicators.</p> <p>Examples of Lesson 9 Lesson Description</p> <p>Geography: (Physical Geography): <i>The lesson introduces student-teachers to processes shaping coastal landscapes, factors that determine the nature of coastal landscapes and types of coastal landforms.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>This lesson seeks to expose student teachers on the understanding of</i></p>	<p>1.1 Share your experiences of lesson 8 PD session and how you applied the activities and methods in your lesson (positives and challenges you encountered in the classroom).</p> <p>1.2 A critical friend who observed a colleague’s lesson 8 should share his findings for a short discussion.</p> <p>1.3 Read the introductory part of lesson 9 of your course up to and including learning outcomes and indicators.</p> <p>Examples of Lesson 9 Lesson Description</p> <p>Geography: (Physical Geography): <i>The lesson introduces student-teachers to processes shaping coastal landscapes, factors that determine the nature of coastal landscapes and types of coastal landforms.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>This lesson seeks to expose student teachers on the understanding of</i></p>	<p>20 mins</p>

	<p><i>gender roles and expectations in contemporary Ghanaian society.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>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.</i></p> <p>RME: (Critical and Moral Issues): <i>This lesson is focused on violence and how moral education could play a role in curbing this social vice.</i></p> <p>Examples of Prior Knowledge to Lesson 9</p> <p>Geography: (Physical Geography): <i>It is expected that lessons from biophysical systems will provide background knowledge to student-teachers in the course.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Student teachers have prior knowledge on the understanding of</i></p>	<p><i>gender roles and expectations in contemporary Ghanaian society.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>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.</i></p> <p>RME: (Critical and Moral Issues): <i>This lesson is focused on violence and how moral education could play a role in curbing this social vice.</i></p> <p>Examples of Prior Knowledge to Lesson 9</p> <p>Geography: (Physical Geography): <i>It is expected that lessons from biophysical systems will provide background knowledge to student-teachers in the course.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Student teachers have prior knowledge on the understanding of</i></p>	
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	<p><i>gender roles in pre-colonial and colonial times.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Student teachers are familiar with the achievements of ECOWAS and AU.</i></p> <p>RME: (Critical and Moral Issues): <i>Student teachers have witnessed or read about, or actively participated in violent activity.</i></p> <p>Examples of LOs and LIs in Lesson 9: Geography: (Population, Environment and Development):</p> <p>LO: <i>Explain the spheres of the environment.</i></p> <p>LI: <i>Student teachers should present their own definition of the term environment and the spheres of the environment.</i></p> <p>History: (History of Arts, Science and Technology):</p> <p>LO: <i>Demonstrate knowledge of various challenges to the art, science and technology</i></p>	<p><i>gender roles in pre-colonial and colonial times.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Student teachers are familiar with the achievements of ECOWAS and AU.</i></p> <p>RME: (Critical and Moral Issues): <i>Student teachers have witnessed or read about, or actively participated in violent activity.</i></p> <p>Examples of LOs and LIs in Lesson 9: Geography: (Population, Environment and Development):</p> <p>LO: <i>Explain the spheres of the environment.</i></p> <p>LI: <i>Student teachers should present their own definition of the term environment and the spheres of the environment.</i></p> <p>History: (History of Arts, Science and Technology):</p> <p>LO: <i>Demonstrate knowledge of various challenges to the art, science and technology</i></p>	
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	<p><i>in Ghana's economic development.</i></p> <p>LI: <i>Identify various challenges faced in Ghana's art, science and technological consolidation.</i></p> <p>Social Studies: (Youth and National Development): LO: <i>Appraise the national youth policy and its impacts on youth empowerment. (NTS 2 a, e & f NTECF p. 20-22; 45-46).</i></p> <p>LI: <i>Evaluate the national youth policy</i></p> <p>RME: (Theories of Religious and Moral Development): LO: <i>Student teachers will be able to explain clearly in writing the distinction between the various religious and moral development theories they have learnt.</i></p> <p>LI: <i>Student teachers will demonstrate good knowledge and understanding of what they have learnt.</i></p> <p>1.4 Ask tutors to identify the distinctive features</p>	<p><i>in Ghana's economic development.</i></p> <p>LI: <i>Identify various challenges faced in Ghana's art, science and technological consolidation.</i></p> <p>Social Studies: (Youth and National Development): LO: <i>Appraise the national youth policy and its impacts on youth empowerment. (NTS 2 a, e & f NTECF p. 20-22; 45-46).</i></p> <p>LI: <i>Evaluate the national youth policy</i></p> <p>RME: (Theories of Religious and Moral Development): LO: <i>Student teachers will be able to explain clearly in writing the distinction between the various religious and moral development theories they have learnt.</i></p> <p>LI: <i>Student teachers will demonstrate good knowledge and understanding of what they have learnt.</i></p> <p>1.4 Identify the distinctive features of lesson 9 of</p>	
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	<p>of lesson 9 of each course from the course manuals.</p> <p>Distinctive Features of Lesson 9</p> <p>Geography: (Population, Environment and Development):</p> <ul style="list-style-type: none"> <i>i. Meaning and spheres of the environment.</i> <i>ii. Population characteristics and the environment</i> <i>iii. Challenges with environmental sustainability</i> <p>History: (History of Arts, Science and Technology):</p> <ul style="list-style-type: none"> <i>i. Challenges to the development of Art, science and technology in Ghana.</i> <p>Social Studies: (Youth and National Development):</p> <ul style="list-style-type: none"> <i>i. Evaluation of the national youth policy.</i> <i>ii. Feasibility of the Proposed Implementation of the National Youth Policy</i> <p>RME: (Theories of Religious and Moral Development):</p>	<p>your course from your course manuals.</p> <p>Distinctive Features of Lesson 9</p> <p>Geography: (Population, Environment and Development):</p> <ul style="list-style-type: none"> <i>i. Meaning and spheres of the environment.</i> <i>ii. Population characteristics and the environment</i> <i>iii. Challenges with environmental sustainability</i> <p>History: (History of Arts, Science and Technology):</p> <ul style="list-style-type: none"> <i>i. Challenges to the development of Art, science and technology in Ghana.</i> <p>Social Studies: (Youth and National Development):</p> <ul style="list-style-type: none"> <i>i. Evaluation of the national youth policy.</i> <i>ii. Feasibility of the Proposed Implementation of the National Youth Policy</i> <p>RME: (Theories of Religious and Moral Development):</p>	
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	<p>i. <i>Review of content/topics delivered</i></p> <p>ii. <i>Review of previous class exercises and assignments</i></p>	<p>i. <i>Review of content/topics delivered</i></p> <p>ii. <i>Review of previous class exercises and assignments</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organization of Post Internship Seminar.</p>	<p>1.5 Ask tutors to read pages 114-118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.6 Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>E.g., The Content of Professional Teaching Portfolio includes:</p> <ul style="list-style-type: none"> ✓ <i>Personal teaching philosophy</i> ✓ <i>Student reflective journals</i> ✓ <i>Samples of work the student teacher has graded, showing their comments.</i> ✓ <i>Link tutor's assessment comments</i> <p>1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research and identify the various component of an AR.</p> <p>1.8 Discuss with tutors how to assist student teachers to write their</p>	<p>1.5 Read pages 114-118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.6 Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>E.g., The Content of Professional Teaching Portfolio includes:</p> <ul style="list-style-type: none"> i. <i>Personal teaching philosophy</i> ii. <i>Student reflective journals</i> iii. <i>Samples of work the student teacher has graded, showing their comments.</i> iv. <i>Link tutor's assessment comments</i> <p>1.7 Read from pages 91-99 of year 3 STS manual on Action Research and identify the various component of an AR.</p> <p>1.8 Assist student teachers to write their reports on Classroom Enquiry</p>	

	<p>reports on Classroom Enquiry and Action Research that was carried out during first semester of year 4 STS</p> <p>Examples:</p> <ul style="list-style-type: none"> ✓ <i>Description of post intervention data collection</i> ✓ <i>Analysis and discussion of post intervention data collection</i> ✓ <i>Comparing post and pre-intervention data for interpretation</i> ✓ <i>Write findings, conclusions and recommendation of the study.</i> 	<p>and Action Research that was carried out during first semester of year 4 STS</p> <p>Examples:</p> <ul style="list-style-type: none"> i. <i>Description of post intervention data collection</i> ii. <i>Analysis and discussion of post intervention data collection</i> iii. <i>Comparing post and pre-intervention data for interpretation</i> iv. <i>Write findings, conclusions and recommendation of the study.</i> 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.9 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> ✓ <i>Preparation toward the licensure examination.</i> ✓ <i>Management of placement issues.</i> ✓ <i>Engagement with community, PTA and SMC</i> ✓ <i>Management of controversial issues, e.g., mores, taboos and gender issues</i> 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> i. <i>Preparation towards the licensure examination.</i> ii. <i>Management placement issues.</i> iii. <i>Engagement with community, PTA and SMC</i> iv. <i>Management of controversial</i> 	

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

	<p>and learning of lesson 9 of each course.</p> <p>Examples of Possible Barriers in Lesson 9:</p> <p>Geography: (Physical Geography): <i>Most of the student teachers have never seen the ocean and the behaviour of sea/ocean waves.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Student teachers may face difficulty with overcoming their pre-conceived ideas about some cultural and religious practices that are gendered.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Lack of appreciation of the problems of CN and UN.</i></p> <p>RME: (Critical and Moral Issues): <i>Student teachers previous experiences with violence could cloud the judgements about such practices.</i></p> <p>2.3 Ask tutors to brainstorm the appropriate strategies to assist student teachers to appreciate these concepts and overcome the barriers. <i>E.g., brainstorming, group activities, video clips of empirical evidence etc.</i></p>	<p>Examples of Possible Barriers in Lesson 9:</p> <p>Geography: (Physical Geography): <i>Most of the student teachers have never seen the ocean and the behaviour of sea/ocean waves.</i></p> <p>History: (History of Gender and Culture in Ghana): <i>Student teachers may face difficulty with overcoming their pre-conceived ideas about some cultural and religious practices that are gendered.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Lack of appreciation of the problems of CN and UN.</i></p> <p>RME: (Critical and Moral Issues): <i>Student teachers previous experiences with violence could cloud the judgements about such practices.</i></p> <p>2.3 Brainstorm the appropriate strategies you will used to assist student teachers to appreciate these concepts and overcome the barriers. <i>E.g., brainstorming, group activities, video clips of empirical evidence etc.</i></p>	
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<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 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 	<ul style="list-style-type: none"> ➤ Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 9. <p>Examples of Teaching and Learning Activities in Lesson 9:</p> <p>Geography: (Population, Environment and Development): <i>Guide student teachers in groups of five members and task them to present on how population characteristics affect environmental sustainability</i></p> <p>History: (History of Arts, Science and Technology): <i>Tutor discusses with student teachers the historical backgrounds to the challenges to the development of Art, science and technology in Ghana.</i></p> <p>Social Studies: (Youth and National Development): <i>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).</i></p>	<ul style="list-style-type: none"> ➤ Refer to the course manuals in your subject groups and discuss the teaching and learning activities for lesson 9. <p>Examples of Teaching and Learning Activities in Lesson 9:</p> <p>Geography: (Population, Environment and Development): <i>Guide student teachers in groups of five members and task them to present on how population characteristics affect environmental sustainability</i></p> <p>History: (History of Arts, Science and Technology): <i>Tutor discusses with student teachers the historical backgrounds to the challenges to the development of Art, science and technology in Ghana.</i></p> <p>Social Studies: (Youth and National Development): <i>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).</i></p>	<p>40mins</p>
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<p>support student teacher learning, subject specific examples should be provided for SL/HoD</p> <ul style="list-style-type: none"> ➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<p>RME: (Theories of Religious and Moral Development): <i>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.</i></p> <ul style="list-style-type: none"> ➤ 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. <p>For example</p> <ul style="list-style-type: none"> ➤ <i>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.</i> ➤ <i>Student teachers should prepare a lesson plan on any topic from the JHS Curriculum to</i> 	<p>RME: (Theories of Religious and Moral Development): <i>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.</i></p> <ul style="list-style-type: none"> ➤ Read over the teaching and learning activities in your course manuals and identify possible areas you may need clarification for discussion. ➤ 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. <p>For example</p> <ul style="list-style-type: none"> ➤ <i>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.</i> ➤ <i>Student teachers should prepare a lesson plan on any topic from the JHS Curriculum to</i> 	
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	<p><i>do mock-teaching in the class.</i></p> <p>➤ 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.</p> <p>Examples: GESI:</p> <ul style="list-style-type: none"> <i>i. Avoid gender stereotyping</i> <i>ii. Using mixed-ability grouping</i> <i>iii. Paying special attention to student teachers with SEN.</i> <p>ICT: <i>Assist student teachers to use:</i></p> <ul style="list-style-type: none"> <i>i. PowerPoint to present their lessons during peer teaching.</i> <i>ii. Smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills: <i>The use of smart phones and PowerPoint presentations will develop:</i></p> <ul style="list-style-type: none"> <i>i. digital literacy skills</i> 	<p><i>do mock-teaching in the class.</i></p> <p>➤ 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.</p> <p>Examples: GESI:</p> <ul style="list-style-type: none"> <i>i. Avoid gender stereotyping</i> <i>ii. Using mixed-ability grouping</i> <i>iii. Paying special attention to student teachers with SEN.</i> <p>ICT: <i>Assist student teachers to use:</i></p> <ul style="list-style-type: none"> <i>i. PowerPoint to present their lessons during peer teaching.</i> <i>ii. Smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills: <i>The use of smart phones and PowerPoint presentations will develop:</i></p> <ul style="list-style-type: none"> <i>i. digital literacy skills</i> 	
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	<p><i>ii. innovation and creativity</i></p> <p><i>The use of group discussion will develop:</i></p> <p><i>i. communication and collaboration skills</i></p> <p><i>ii. leadership and personal development</i></p> <p><i>iii. critical thinking and problem-solving skills</i></p> <p>➤ 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.</p> <p>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.</p> <p>History: (History of Gender and Culture in Ghana): <i>In groups, student teachers debate the dynamics of gender in contemporary Ghana.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Group presentations on the</i></p>	<p><i>ii. innovation and creativity</i></p> <p><i>The use of group discussion will develop:</i></p> <p><i>i. communication and collaboration skills</i></p> <p><i>ii. leadership and personal development</i></p> <p><i>iii. critical thinking and problem-solving skills</i></p> <p>➤ Refer to your course manuals in your subject groups to identify and discuss the continuous assessment opportunities in lesson 9 in line with the NTEAP.</p> <p>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.</p> <p>History: (History of Gender and Culture in Ghana): <i>In groups, student teachers debate the dynamics of gender in contemporary Ghana.</i></p> <p>Social Studies: (Regional Integration and International Relations): <i>Group presentations on the</i></p>	
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	<p><i>challenges confronting CN and UN.</i></p> <p>RME: (Critical and Moral Issues): <i>Students should dramatize in class bringing out the effects of hooliganism/riots, vigilantism and mob justice.</i></p> <p>➤ Ask participants to identify relevant teaching and learning resources that can be used to teach lesson 9 of their various courses.</p> <p>Examples: Geography: (Population, Environment and Development): <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers.</i></p> <p>History: (History of Arts, Science and Technology): <i>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.</i></p>	<p><i>challenges confronting CN and UN.</i></p> <p>RME: (Critical and Moral Issues): <i>Students should dramatize in class bringing out the effects of hooliganism/riots, vigilantism and mob justice.</i></p> <p>➤ Identify relevant teaching and learning resources that you can use to teach lesson 9 of your courses.</p> <p>Examples: Geography: (Population, Environment and Development): <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers.</i></p> <p>History: (History of Arts, Science and Technology): <i>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.</i></p>	
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	<p>Social Studies: (Youth and National Development): <i>Audio-visual Equipment and Video clips on teaching democratic governance; Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs.</i></p> <p>RME: (Theories of Religious and Moral Development): <i>Secondary Sources (Books), answer booklets, projectors etc.</i></p> <p>➤ Ask tutors to prepare a detailed plan on how to execute an effective lesson 9 to student teachers.</p>	<p>Social Studies: (Youth and National Development): <i>Audio-visual Equipment and Video clips on teaching democratic governance; Braille, Scanner and Embosser Sign language (Resource Person). internet facility, laptop computer/PCs.</i></p> <p>RME: (Theories of Religious and Moral Development): <i>Secondary Sources (Books), answer booklets, projectors etc.</i></p> <p>➤ Prepare a detailed plan on how to execute an effective lesson 9 to student teachers.</p>	
<p>4. Evaluation and review of session:</p> <p>➤ Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Ask participants to share their points with colleagues in their group, and then share with the larger group.</p> <p>4.3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and later report during PD session 10.</p> <p>4.4 Ask tutors to ask further questions for</p>	<p>4.1 Reflect and write down the main themes discussed during the PD session.</p> <p>4.2 Share your points with colleagues in your group, and then share with the larger group.</p> <p>4.3 Identify a critical friend to observe your lessons and give feedback to you who will later report during PD session 10.</p> <p>4.4 Ask further questions for clarification if there</p>	15 mins

	<p>clarification if there are still outstanding issues.</p> <p>4.5 Remind tutors to read lesson 10 in their various course manuals and mobilize the needed resources for the next PD session.</p>	<p>are still outstanding issues.</p> <p>4.5 Read lesson 10 in your various course manuals and mobilize the needed resources for the next PD session.</p>	
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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 points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session

specific reference should be made to the course manual/s.			
<p>Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 Ask Tutors to share their experiences of lesson 9 and how they applied the activities and methods in their classroom lesson. (Practical solutions).</p> <p><i>Examples of issues encountered:</i></p> <ul style="list-style-type: none"> i. <i>How to manage large class sizes</i> ii. <i>How they blended GESI and ICT matters into their instructional period</i> iii. <i>How they were able to work without internet access</i> iv. <i>How they were able to cope with unsustainable power supply</i> v. <i>The six weeks virtual learning made the implementation of PD sessions ineffective.</i> <p>1.2 Ask tutors to read the introduction part of lesson 10 of each course including lesson description and student teachers' previous knowledge.</p> <p><i>Examples of lesson descriptions:</i></p> <p><i>Geography (Physical Geography)</i></p>	<p>1.1 Share your experiences of lesson 9 and how they applied the activities and methods in their classroom lesson. (Practical solutions).</p> <p><i>Examples of issues encountered:</i></p> <ul style="list-style-type: none"> i. <i>How to manage large class sizes</i> ii. <i>How they blended GESI and ICT matters into their instructional period</i> iii. <i>How they were able to work without internet access</i> iv. <i>How they were able to cope with unsustainable power supply</i> v. <i>The six weeks virtual learning made the implementation of PD sessions ineffective.</i> <p>1.2 Read the introduction part of lesson 10 of each course including lesson description and student teachers' previous knowledge.</p> <p><i>Examples of lesson descriptions:</i></p> <p><i>Geography (Physical Geography)</i></p>	<p>20 mins</p>

	<p><i>The lesson details the student teacher's knowledge on geomorphology, highlights additional areas of coastal processes and landscapes.</i></p> <p>History (History of science and technology)</p> <p><i>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.</i></p> <p>Social Studies (Youth and national development):</p> <p><i>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.</i></p> <p>RME (Critical and moral issues I):</p> <p><i>In this lesson student teachers engage in group activity to explain concept associated with discrimination and perform drama to educate about discrimination.</i></p> <p>Examples of prior knowledge:</p>	<p><i>The lesson details the student teacher's knowledge on geomorphology, highlights additional areas of coastal processes and landscapes.</i></p> <p>History (History of science and technology)</p> <p><i>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.</i></p> <p>Social Studies (Youth and national development):</p> <p><i>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.</i></p> <p>RME (Critical and moral issues I):</p> <p><i>In this lesson student teachers engage in group activity to explain concept associated with discrimination and perform drama to educate about discrimination.</i></p> <p>Examples of prior knowledge:</p>	
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	<p>Geography (Physical Geography): It is expected that some lessons from biophysical system will provide background Knowledge to student teachers in the course.</p> <p>History (History of science and technology): Student teachers have prior knowledge on the nature of the colonial economy.</p> <p>Social Studies (Youth and national development): Student teachers are</p> <ul style="list-style-type: none"> i. familiar with national youth policy ii. Preparing themselves for teaching job. <p>RME (Critical and moral issues I): Student teachers have previously experienced discrimination either as perpetrators or victims.</p> <p>1.3. Ask tutors to read and discuss the linkages between the lesson learning outcomes and learning indicators of lesson 10 of each course.</p> <p>Examples of LO and LI:</p> <p>Geography (Population and Development):</p>	<p>Geography (Physical Geography): It is expected that some lessons from biophysical system will provide background Knowledge to student teachers in the course.</p> <p>History (History of science and technology): Student teachers have prior knowledge on the nature of the colonial economy.</p> <p>Social Studies (Youth and national development): Student teachers are</p> <ul style="list-style-type: none"> i. familiar with national youth policy ii. Preparing themselves for teaching job. <p>RME (Critical and moral issues I): Student teachers have previously experienced discrimination either as perpetrators or victims.</p> <p>1.3. Read and discuss the linkages between the lesson learning outcomes and learning indicators of lesson 10 of each course.</p> <p>Examples of LO and LI:</p> <p>Geography (Population and Development):</p>	
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	<p>LO <i>Demonstrate knowledge of the causes of environmental degradation in Africa.</i></p> <p>LI <i>Student teachers should present their definition of environmental degradation.</i></p> <p>History (History of Gender and culture in Ghana)</p> <p>LO <i>Student teachers should be able to identify how contemporary gender roles challenged by sociocultural practices.</i></p> <p>LI <i>Student teachers should identify policies by the government to help gender equality in Ghana.</i></p> <p>Social Studies (Regional integration and international relations)</p> <p>LO <i>Demonstrate knowledge and understanding of the international bodies, when and why Ghana membership of the international organizations.</i></p> <p>LI <i>Identify and discuss why Ghana joined the international organization.</i></p>	<p>LO <i>Demonstrate knowledge of the causes of environmental degradation in Africa.</i></p> <p>LI <i>Student teachers should present their definition of environmental degradation.</i></p> <p>History (History of Gender and culture in Ghana)</p> <p>LO <i>Student teachers should be able to identify how contemporary gender roles challenged by sociocultural practices.</i></p> <p>LI <i>Student teachers should identify policies by the government to help gender equality in Ghana.</i></p> <p>Social Studies (Regional integration and international relations)</p> <p>LO <i>Demonstrate knowledge and understanding of the international bodies, when and why Ghana membership of the international organizations.</i></p> <p>LI <i>Identify and discuss why Ghana joined the international organization.</i></p>	
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	<p>RME (Theories of religious and moral development) LO <i>Explain Loukes empirical research on religious education.</i></p> <p>LI <i>Search and use digital resources to explain important concepts</i></p> <p>1.4 Ask tutors to identify the distinctive features of lesson 10 of each course from the course manuals.</p> <p>Geography (Physical Geography)</p> <ul style="list-style-type: none"> <i>i. The Definition of the following terms (coral reefs, ocean floor, coast)</i> <i>ii. The meaning of coastal geomorphology</i> <i>iii. Coastal landscaping</i> <p>History (History of science and technology)</p> <ul style="list-style-type: none"> <i>iv. Definition of Art, Science , Technology</i> <i>v. Evaluate the interventions by the colonial government.</i> <p>Social Studies (Youth and national development):</p> <ul style="list-style-type: none"> <i>i. Understanding of 2010 national youth policy</i> 	<p>RME (Theories of religious and moral development) LO <i>Explain Loukes empirical research on religious education.</i></p> <p>LI <i>Search and use digital resources to explain important concepts</i></p> <p>1.4 Identify the distinctive features of lesson 10 of each course from the course manuals.</p> <p>Geography (Physical Geography)</p> <ul style="list-style-type: none"> <i>i. The Definition of the following terms (coral reefs, ocean floor, coast)</i> <i>ii. The meaning of coastal geomorphology.</i> <i>iii. Coastal landscaping</i> <p>History (History of science and technology):</p> <ul style="list-style-type: none"> <i>iv. Definition of Art, Science , Technology</i> <i>v. Evaluate the interventions by the colonial government.</i> <p>Social Studies (Youth and national development):</p> <ul style="list-style-type: none"> <i>i. Understanding of 2010 national youth policy</i> 	
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	<p>ii. <i>How to promote youth empowerment.</i></p> <p>iii. <i>The impact and benefits of the 2010 national youth policy</i></p> <p>RME (Critical and moral issues I):</p> <p>i. <i>Ethnocentrism</i></p> <p>ii. <i>Racism</i></p> <p>iii. <i>Tribalism</i></p>	<p>ii. <i>How to promote youth empowerment.</i></p> <p>iii. <i>The impact and benefits of the 2010 national youth policy</i></p> <p>RME (Critical and moral issues I):</p> <p>i. <i>Ethnocentrism</i></p> <p>ii. <i>Racism</i></p> <p>iii. <i>Tribalism</i></p>	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Intern Seminar.</p>	<p>1.5 Ask tutors to read the year 3 STS manual on professional teaching portfolio (Pages 114-118) for tutors to discuss how to help student teachers to build their teaching portfolio.</p> <p>Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> ✓ Personal teaching philosophy ✓ Students reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments <p>1.6 In detail, ask tutors appreciate classroom enquiry and action research and assist student teachers to write their report during their</p>	<p>1.5 Read the year 3 STS manual on professional teaching portfolio (Pages 114-118) for tutors to discuss how to help student teachers to build their teaching portfolio.</p> <p>Eg. The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> ✓ Personal teaching philosophy ✓ Students reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments <p>1.6 Appreciate classroom enquiry and action research and assist student teachers to write their report during their</p>	

	<p>macro teaching in first semester of year four STS.</p> <p>Example:</p> <ul style="list-style-type: none"> ✓ 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 	<p>macro teaching in first semester of year four STS.</p> <p>Example:</p> <ul style="list-style-type: none"> ✓ 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 	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</i></p>	<p>1.7 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</p> <p>Examples:</p> <ul style="list-style-type: none"> ✓ 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 	<p>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</p> <p>Examples:</p> <ul style="list-style-type: none"> ✓ 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 	

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

	<p>theories on Roland Goldman</p> <p>2.2 Ask tutors to mention some barriers in the teaching and learning of lesson 10 of each course.</p> <p>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.</p> <p>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.</p> <p>Social Studies - Youth and national development: Misconception about decision making process in Ghana’s national youth advocacy.</p> <p>RME - (Critical and moral issues I): Student teachers might hold a biased view of discrimination when they are involved in the practice.</p>	<p>theories on Roland Goldman</p> <p>2.2 Mention some barriers in the teaching and learning of lesson 10 of each course.</p> <p>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.</p> <p>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.</p> <p>Social Studies - Youth and national development: Misconception about decision making process in Ghana’s national youth advocacy.</p> <p>RME - (Critical and moral issues I): Student teachers might hold a biased view of discrimination when they are involved in the practice.</p>	
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	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.	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two 	<p>3.1 Ask tutors to refer to the course manuals in their subject groups and discuss the teaching and learning activities for lesson 10.</p> <p>Examples: Geography: (Population and Development): Tutor explains the concept of population and environmental degradation.</p> <p>History: (History of Gender and culture in Ghana): Tutor leads student teachers to understand gender roles and expectations in contemporary Ghanaian society.</p> <p>Social Studies: (Regional integration and international relations): Tutor leads student teachers in a small group activity, questions and answers, whole class discussion</p> <p>RME: (Theories of religious and moral development):</p>	<p>3.1 Refer to the course manuals in your subject groups and discusses the teaching and learning activities for lesson 10.</p> <p>Examples: Geography: (Population and Development): Tutor explains the concept of population and environmental degradation.</p> <p>History: (History of Gender and culture in Ghana): Tutor leads student teachers to understand gender roles and expectations in contemporary Ghanaian society.</p> <p>Social Studies: (Regional integration and international relations): Tutor leads student teachers in a small group activity, questions and answers, whole class discussion</p> <p>RME: (Theories of religious and moral development):</p>	

<p>opportunities to use continuous assessment to support student teacher learning</p> <p>➤ Resources:</p> <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Tutor leads Student teacher to understand Loukes empirical research on religious education through analytical and critical whole class discussion.</p> <p>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.</p> <p>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.</p> <p>For example</p> <ul style="list-style-type: none"> <i>i. Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> <i>ii. Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i> <p>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</p>	<p>Tutor leads Student teacher to understand Loukes empirical research on religious education through analytical and critical whole class discussion.</p> <p>3.2 Read over the teaching and learning activities in your course manuals and identified possible areas they may need clarification for discussion.</p> <p>3.3 Assist student teachers to appreciate the teaching and learning activities to be able to apply them in teaching the Basic School Curriculum.</p> <p>For example</p> <ul style="list-style-type: none"> <i>i. Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> <i>ii. Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i> <p>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.</p>	
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	<p>21st Century Skills in their lessons.</p> <p>Examples:</p> <p>GESI</p> <ol style="list-style-type: none"> i. <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> ii. <i>Paying attention to people with different learning preferences</i> iii. <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <p><i>How to assist student teachers to use:</i></p> <ol style="list-style-type: none"> i. <i>PowerPoint to present their lessons during peer teaching.</i> ii. <i>Smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills</p> <p><i>Use of smart phones and PowerPoint</i></p>	<p>Examples:</p> <p>GESI</p> <ol style="list-style-type: none"> i. <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> ii. <i>Paying attention to people with different learning preferences</i> iii. <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <p><i>How to assist student teachers to use:</i></p> <ol style="list-style-type: none"> i. <i>PowerPoint to present their lessons during peer teaching.</i> ii. <i>Smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills</p> <p><i>Use of smart phones and PowerPoint</i></p>	
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	<p><i>presentations to develop:</i></p> <ul style="list-style-type: none"> <i>i. digital literacy skills</i> <i>ii. Innovation and creativity</i> <p><i>Use of group discussion to develop:</i></p> <ul style="list-style-type: none"> <i>i. communication and Collaboration skills</i> <i>ii. Leadership and personal development</i> <i>iii. Critical thinking and problem-solving skills</i> <p>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.</p> <p>Examples: Geography: (Physical Geography): <i>Student teachers discuss issues of coastal landscaping and coral reefs.</i></p> <p>History: (History of science and technology): <i>Student teachers discuss the importance of Arts, Science and Technology in Ghana today.</i></p> <p>Social studies: (Youth and national development):</p>	<p><i>presentations to develop:</i></p> <ul style="list-style-type: none"> <i>i. digital literacy skills</i> <i>ii. Innovation and creativity</i> <p><i>Use of group discussion to develop:</i></p> <ul style="list-style-type: none"> <i>i. communication and Collaboration skills</i> <i>ii. Leadership and personal development</i> <i>iii. Critical thinking and problem-solving skills</i> <p>3.5 Refer to your course manuals in their subject groups to identify and discuss the continuous assessment opportunities in lesson 10 in line with the NTEAP.</p> <p>Examples: Geography: (Physical Geography): <i>Student teachers discuss issues of coastal landscaping and coral reefs.</i></p> <p>History: (History of science and technology): <i>Student teachers discuss the importance of Arts, Science and Technology in Ghana today.</i></p> <p>Social studies: (Youth and national development):</p>	
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	<p><i>Student teachers discuss the national youth policy of 2010.</i></p> <p>RME: (Critical and moral issues I): <i>Student teachers perform a drama on ethnocentrism and racism.</i></p> <p>3.6 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 10 of their various courses.</p> <p>Examples: Geography: (Physical Geography): Course manual, maps and globe, YouTube videos, documentary, laptops, projectors etc</p> <p>History:(History of science and technology): Primary data(pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc</p> <p>Social Studies: (Youth and national development): Audio-visuels equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness</p> <p>RME: (Critical and moral issues I): Whiteboard, markers, smart phones, pictures,</p>	<p><i>Student teachers discuss the national youth policy of 2010.</i></p> <p>RME: (Critical and moral issues I): <i>Student teachers perform a drama on ethnocentrism and racism.</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 10 of their various courses.</p> <p>Examples: Geography: (Physical Geography): Course manual, maps and globe, YouTube videos, documentary, laptops, projectors etc</p> <p>History:(History of science and technology): Primary data(pictures, videos/documentary, archival documents), computers, laptops, LCD projectors etc</p> <p>Social Studies: (Youth and national development): Audio-visuels equipment and video clips on law and order, pictures and posters depicting orderliness and disorderliness</p> <p>RME: (Critical and moral issues I): Whiteboard, markers, smart phones, pictures,</p>	
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	<p>computers, videos on discrimination, youtube videos, and course outlines etc.</p> <p>3.7 Ask tutors to prepare a detailed plan for student teachers to ensure effective and efficient lesson delivery</p>	<p>computers, videos on discrimination, youtube videos, and course outlines etc.</p> <p>3.7 Prepare a detailed plan for student teachers to ensure effective and efficient lesson delivery</p>	
<p>4. Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4. 1 Ask tutors to reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Ask tutors to share their points with colleagues in their group and then with the larger group.</p> <p>4. 3 Ask tutors to identify a critical friend to observe their lessons and give feedback to them and report during PD session 11.</p> <p>4.4 Ask tutors to ask further questions for clarification if there are still outstanding issues.</p> <p>4.5 Remind tutors to read lesson 11 of their various course manuals and mobilize needed resources for the next PD session.</p>	<p>4. 1 Reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in their group and then with the larger group.</p> <p>4. 3 Identify a critical friend to observe their lessons and give feedback to them and report during PD session 11.</p> <p>4.4 Ask any further questions for clarification if there are still outstanding issues.</p> <p>4.5 Remember to read lesson 11 of their various course manuals and mobilize needed resources for the next PD session.</p>	15 mins

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

<ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Ask tutors who acted as critical friends to share findings for a short discussion and lessons learned</p> <p>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</p> <p>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</p> <p>History: The lesson seeks to offer student teachers opportunity to present and</p>	<p>1.2 As a critical friends, share your findings for a short discussion and lessons learned</p> <p>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</p> <p>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</p> <p>History: The lesson seeks to offer student teachers opportunity to present and</p>	
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	<p>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.</p> <p>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.</p> <p>LO: Demonstrate knowledge and understanding of the appropriate teaching/learning</p>	<p>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.</p> <p>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.</p> <p>LO: Demonstrate knowledge and understanding of the appropriate teaching/learning</p>	
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	<p>strategies for regional integration and international relations</p> <p>LI: Identify and explain the appropriate teaching/learning strategies for teaching regional integration and international relations</p> <p>RME This the second of two lessons on discrimination. In this lesson, student teachers perform drama to educate about discrimination. Student teachers have previously experienced discrimination either as perpetrators or victims. LO: Demonstrate knowledge of concepts associated with discrimination LI: Explain the concepts of ethnocentrism, racism</p> <p>1.4 Ask tutors to identify the distinctive features of lesson 11.</p> <p>Examples Geography</p> <ul style="list-style-type: none"> ➤ Meaning of environmental hazards ➤ Causes and effects of environmental hazards <p>History</p> <ul style="list-style-type: none"> ➤ Research presentation <p>Social Studies</p>	<p>strategies for regional integration and international relations</p> <p>LI: Identify and explain the appropriate teaching/learning strategies for teaching regional integration and international relations</p> <p>RME This the second of two lessons on discrimination. In this lesson, student teachers perform drama to educate about discrimination. Student teachers have previously experienced discrimination either as perpetrators or victims. LO: Demonstrate knowledge of concepts associated with discrimination LI: Explain the concepts of ethnocentrism, racism</p> <p>1.4 Identify the distinctive features of lesson 11.</p> <p>Examples Geography</p> <ul style="list-style-type: none"> ➤ Meaning of environmental hazards <p>Causes and effects of environmental hazards</p> <p>History</p> <ul style="list-style-type: none"> ➤ Research presentation <p>Social Studies</p>	
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	<ul style="list-style-type: none"> ➤ The National Youth Policy and Its Impact on Youth Empowerment ➤ How to Teach Related topics of the Basic School Social Studies curriculum <p>RME</p> <ul style="list-style-type: none"> ➤ Background to the Empirical Research ➤ Methodology and findings 	<ul style="list-style-type: none"> ➤ The National Youth Policy and Its Impact on Youth Empowerment ➤ How to Teach Related topics of the Basic School Social Studies curriculum <p>RME</p> <ul style="list-style-type: none"> ➤ Background to the Empirical Research ➤ Methodology and findings 	
<p>As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of the Post Internship Seminar.</p>	<p>1.5 Ask tutors to read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.6 Ask tutors to discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Examples</p> <ul style="list-style-type: none"> ✓ Personal teaching philosophy ✓ Students' reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments <p>1.7 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research</p>	<p>1.5 Read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.6 Discuss ways through which student teachers could be assisted to build their teaching portfolio.</p> <p>Examples</p> <ul style="list-style-type: none"> ✓ Personal teaching philosophy ✓ Students' reflective journals ✓ Samples of work the student teacher has graded, showing their comments. ✓ Link tutor's assessment comments <p>1.7 Read from pages 91-99 of year 3 STS manual on Action Research</p>	

	<p>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</p> <p>Examples</p> <ul style="list-style-type: none"> ✓ 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 	<p>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</p> <p>Examples</p> <ul style="list-style-type: none"> ✓ 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 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.8 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</p> <p>Examples</p> <ul style="list-style-type: none"> ✓ How to prepare for the licensure examination. ✓ How to manage placement issues. ✓ Community engagement ✓ How to handle controversial issues 	<p>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</p> <p>Examples</p> <ul style="list-style-type: none"> ✓ How to prepare for the licensure examination. ✓ How to manage placement issues. ✓ Community engagement ✓ How to handle controversial issues 	

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

	<p>Examples Geography The over reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</p> <p>History Accessing primary and secondary materials/data from the field to write the report</p> <p>Social Studies Lack of understanding on contributions of traditional leadership to development of communities and the nation</p> <p>RME Student teachers may see this topic has been too theoretical not backed by publicly acceptable evidence</p>	<p>Examples Geography The over reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</p> <p>History Accessing primary and secondary materials/data from the field to write the report</p> <p>Social Studies Lack of understanding on contributions of traditional leadership to development of communities and the nation</p> <p>RME Student teachers may see this topic has been too theoretical not backed by publicly acceptable evidence</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification 	<p>3.1 Ask tutors to refer to their course manuals and discuss the teaching and learning activities for lesson 11</p> <p>Examples Geography Tutor introduces the lesson to the student – teachers by reviewing previous lesson.</p>	<p>3.1 Refer to your course manuals and discuss the teaching and learning activities for lesson 11</p> <p>Examples Geography Tutor introduces the lesson to the student – teachers by reviewing previous lesson.</p>	40mins

<ul style="list-style-type: none"> ➤ Noting opportunities for making <i>explicit links</i> 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. 	<p>History</p> <p>Guide student teachers to discuss their research findings</p> <p>Social Studies</p> <p>In a whole class discussion, tutor guides student teachers to share the information they gathered with the class.</p> <p>RME</p> <p>Student teachers are guided to find out the methodology of the study that involved asking series of questions (interviews) from over one million students.</p> <p>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.</p> <p>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.</p> <p>For example</p> <ul style="list-style-type: none"> ➤ <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> 	<p>History</p> <p>Guide student teachers to discuss their research findings</p> <p>Social Studies</p> <p>In a whole class discussion, tutor guides student teachers to share the information they gathered with the class.</p> <p>RME</p> <p>Student teachers are guided to find out the methodology of the study that involved asking series of questions (interviews) from over one million students.</p> <p>3.2 Read over the teaching and learning activities in your course manuals and identify possible areas that may need further clarification.</p> <p>3.3 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.</p> <p>For example</p> <ul style="list-style-type: none"> ➤ <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies to be able to teach the basic school curriculum.</i> 	
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<p>Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ➤ Tutors should be expected to have a plan for the next lesson for student teachers 	<ul style="list-style-type: none"> ➤ <i>Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i> <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> ➤ <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> ➤ <i>Paying attention to people with different learning preferences</i> ➤ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <ul style="list-style-type: none"> ➤ <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> ✓ <i>PowerPoint to present their lessons during peer teaching.</i> ✓ <i>Smart phones to search for</i> 	<ul style="list-style-type: none"> ➤ <i>Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i> <p>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.</p> <p>Examples: GESI</p> <ul style="list-style-type: none"> ➤ <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i> ➤ <i>Paying attention to people with different learning preferences</i> ➤ <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i> <p>ICT</p> <ul style="list-style-type: none"> ➤ <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> ✓ <i>PowerPoint to present their lessons during peer teaching.</i> ✓ <i>Smart phones to search for</i> 	
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	<p><i>relevant information on Google and other search engines.</i></p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ➤ <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> ✓ <i>digital literacy skills</i> ✓ <i>Innovation and creativity</i> ➤ <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> ✓ <i>communication and Collaboration skills</i> ✓ <i>Leadership and personal development</i> ✓ <i>Critical thinking and problem-solving skills</i> <p>3.5 Ask tutors refer to identify and discuss the continuous assessment opportunities in lesson 11 in line with the NTEAP.</p> <p>Examples Geography</p> <p>Student – Teachers present individual assignments to assess enquiry, critical and reflective skills</p>	<p><i>relevant information on Google and other search engines.</i></p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ➤ <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> ✓ <i>digital literacy skills</i> ✓ <i>Innovation and creativity</i> ➤ <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> ✓ <i>communication and Collaboration skills</i> ✓ <i>Leadership and personal development</i> ✓ <i>Critical thinking and problem-solving skills</i> <p>3.5 Identify and discuss the continuous assessment opportunities in lesson 11 in line with the NTEAP.</p> <p>Examples Geography</p> <p>Student – Teachers present individual assignments to assess enquiry, critical and reflective skills</p>	
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	<p>History Engage in an empirical field research on the changing notion of masculinity and femininity in the Ghanaian society</p> <p>Social studies In groups, student teachers create lesson on a topic under regional integration and international relations for JHS class</p> <p>RME Discuss the role Africa(ns)/played in the history of Christianity.</p> <p>3.6 Ask tutors to identify relevant teaching and learning resources that can be used to teach lesson 11.</p> <p>Examples: Geography Course manual, YouTube videos, laptops, projectors etc</p> <p>History pictures, videos, documents, computers, laptops, projectors</p> <p>Social Studies Audio-visual's equipment and video clips, pictures and posters</p>	<p>History Engage in an empirical field research on the changing notion of masculinity and femininity in the Ghanaian society</p> <p>Social studies In groups, student teachers create lesson on a topic under regional integration and international relations for JHS class</p> <p>RME Discuss the role Africa(ns)/played in the history of Christianity.</p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson 11.</p> <p>Examples: Geography Course manual, YouTube videos, laptops, projectors etc</p> <p>History pictures, videos, documents, , computers, laptops, projectors</p> <p>Social Studies Audio-visual's equipment and video clips, pictures and posters</p>	
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	<p>RME Whiteboard, markers, smart phones, computers, course outlines etc.</p> <p>3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery</p>	<p>RME Whiteboard, markers, smart phones, computers, course outlines etc.</p> <p>3.7 Ask tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to write down the main themes discussed in the PD session and share their points.</p> <p>4.2 Ask tutors to identify a critical friend to observe their lessons before session 12.</p> <p>4.3 Ask tutors to ask further questions for clarification.</p> <p>4.4 Remind tutors to read lesson 12 before the next PD session.</p>	<p>4.1 Write down the main themes discussed in the PD session and share your points.</p> <p>4.2 Identify a critical friend to observe your lessons before session 12.</p> <p>4.3 Ask further questions for clarification.</p> <p>4.4 Read lesson 12 before the next PD session.</p>	15 mins

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

<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ➤ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 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.</p> <p>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.</p> <p>NOTE Explain to participants that for each of</p>	<p>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.</p> <p>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.</p>	<p>20 mins</p>
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	<p>the 8 courses, this PD session on Lesson 12 is the last/final one and every seriousness need to be put in it.</p> <p>1.3 Ask tutors to find a critical friend and share findings for a short discussion and lessons learned so far.</p> <p>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.</p> <p>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.</p> <p>Purpose of the Lesson: The course intends to afford student-teachers an opportunity to ascertain the level of understanding of concepts, test various skills</p>	<p>1.3 Find a critical friend and share findings for a short discussion and lessons learned so far.</p> <p>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.</p> <p>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.</p> <p>Purpose of the Lesson: The course intends to afford student-teachers an opportunity to ascertain the level of understanding of concepts, test various skills</p>	
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	<p>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.</p> <p>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.</p> <p>Purpose of the Lesson The lesson intends to help students to integrate revision and remediation in their preparation to teach the basic school curriculum during STS</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>Purpose of the Lesson The lesson intends to help students to integrate revision and remediation in their preparation to teach the basic school curriculum during STS</p> <p>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</p>	
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	<p>concept discussed during the various lessons.</p> <p>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</p> <p>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</p> <p>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.</p> <p>1.5 Task participants to read out the course</p>	<p>concept discussed during the various lessons.</p> <p>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</p> <p>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</p> <p>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.</p> <p>1.5 Read out the course learning outcomes for</p>	
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	<p>learning outcomes for lesson 12 from their course manuals for discussion.</p> <p>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, l, j) (NTECF pg. 27-29, 38-40). CLI: Discuss techniques that can be used for revision and remediation in JHS</p> <p>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</p> <p>HISTORY (History of Gender and Culture in Ghana): CLO: Demonstrate the ability to reflect on lessons</p>	<p>lesson 12 from their course manuals for discussion.</p> <p>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, l, j) (NTECF pg. 27-29, 38-40). CLI: Discuss techniques that can be used for revision and remediation in JHS</p> <p>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.</p> <p>HISTORY (History of Gender and Culture in Ghana): CLO: Demonstrate the ability to reflect on lessons learnt so far and state new</p>	
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	<p>learnt so far and state new insights and/or grey areas needing remedies (NTS 3a p. 14, NTECF p. 45).</p> <p>CLI: Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media.</p> <p>RME (Critical Moral Issues): CLO: Demonstrate skills in academic presentation (NTS 3 g, h).</p> <p>CLI: Make a presentation about your term project</p> <p>1.6 Ask tutors to identify the distinctive features of lesson 12 of each course from the course manuals.</p> <p>Examples: SOCIAL STUDIES (Youth and National Development)</p> <ol style="list-style-type: none"> i. Shower thoughts ii. Importance of revision in teaching and learning <p>GEOGRAPHY (Population, Environment and Development)</p> <ol style="list-style-type: none"> i. Reviewing the level of understanding of the lessons 1 to 11. ii. Check for learning approach iii. Remedies to course topics 	<p>insights and/or grey areas needing remedies (NTS 3a p. 14, NTECF p. 45).</p> <p>CLI: Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media.</p> <p>RME (Critical Moral Issues): CLO: Demonstrate skills in academic presentation (NTS 3 g, h).</p> <p>CLI: Make a presentation about your term project</p> <p>1.6 Identify the distinctive features of lesson 12 of your course from the course manual.</p> <p>Examples: SOCIAL STUDIES (Youth and National Development)</p> <ol style="list-style-type: none"> i. Shower thoughts ii. Importance of revision in teaching and learning <p>GEOGRAPHY (Population, Environment and Development)</p> <ol style="list-style-type: none"> i. 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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	<p>HISTORY (History of Science of Technology)</p> <ul style="list-style-type: none"> i. Uniqueness and diversity among students ii. Checklist iii. Remedies to course topics <p>RME (Theories of Religious and Moral Development)</p> <ul style="list-style-type: none"> i. Life-long learning plan ii. K-W-L Chart iii. Mixed-ability groups 	<p>HISTORY (History of Science of Technology)</p> <ul style="list-style-type: none"> i. Uniqueness and diversity among students ii. checklist iii. Remedies to course topics <p>RME (Theories of Religious and Moral Development)</p> <ul style="list-style-type: none"> i. Life-long learning plan ii. K-W-L Chart iii. Mixed-ability groups 	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and Classroom Enquiry and Action Research (CAR) Project Report writing, tutors should be provided with guidance on what to do including organisation of Post-Internship Seminar.</p>	<p>1.7 Ask tutors to read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.8 Task tutors to discuss ways by which student teachers can be assisted to build their teaching portfolio.</p> <p>E.g., The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> i. Personal teaching philosophy ii. Student reflective journals iii. Samples of work the student teacher has graded, showing their comments. iv. Link tutor's assessment comments <p>1.9 Ask tutors to read from pages 91-99 of year 3 STS manual on Action Research and identify or pick out the</p>	<p>1.7 Read pages 114 to 118 of the year 3 STS manual on professional teaching portfolio.</p> <p>1.8 Discuss ways by which student teachers can be assisted to build their teaching portfolio.</p> <p>E.g., The content of Professional teaching portfolio includes:</p> <ul style="list-style-type: none"> i. Personal teaching philosophy ii. Student reflective journals iii. Samples of work the student teacher has graded, showing their comments. iv. Link tutor's assessment comments. <p>1.9 Read from pages 91-99 of year 3 STS manual on Action Research and identify or pick out the various</p>	

	<p>various components of an action research that should serve as a guide in completing their final action research report.</p> <p>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</p> <p>Example:</p> <ol style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study 	<p>components of an action research that should serve as a guide in completing their final action research report.</p> <p>1.10 Discuss ways through which student teachers can be assisted to write reports on classroom enquiry and action research the student teachers carried out during the first semester of year 4 STS</p> <p>Example:</p> <ol style="list-style-type: none"> i. Description of post intervention data collection ii. Analysis and discussion of post intervention data collection iii. Comparing post and pre-intervention results for interpretation iv. Writing findings, conclusions and recommendation of the study 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.11 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.</p>	<p>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.</p>	

	<p>Examples:</p> <ol style="list-style-type: none"> i. How to prepare for the licensure examination. ii. How to manage placement issues. iii. Community engagement iv. How to handle controversial issues <p>GESI</p> <ol style="list-style-type: none"> i. <i>Assign leadership roles to males, females and people with different forms of disabilities in group, student teachers with/from different sociocultural background.</i> ii. <i>be aware of your own assumptions about GESI as tutors and try to correct your biases as you identify/notice them.</i> iii. <i>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</i> 	<p>Examples:</p> <ol style="list-style-type: none"> i. How to prepare for the licensure examination. ii. How to manage placement issues. iii. Community engagement iv. How to handle controversial issues <p>GESI</p> <ol style="list-style-type: none"> i. <i>Assign leadership roles to males, females and people with different forms of disabilities in group, student teachers with/from different sociocultural background.</i> ii. <i>be aware of your own assumptions about GESI as tutors and try to correct your biases as you identify/notice them.</i> iii. <i>In relevant situations, empower student teachers to believe in their potentials to realise their aspiration/dreams notwithstanding their uniqueness/diversity and that for example, their gender and different social, economic, and cultural differences</i> 	
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	<i>differences are a strength, and never a weakness.</i>	<i>are a strength, and never a weakness.</i>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>2.1 Guide tutors to brainstorm for likely new concepts from lesson twelve of each course</p> <p>Examples of new concepts:</p> <p>SOCIAL STUDIES (Regional Integration and International Relations)</p> <ol style="list-style-type: none"> Differentiated Instruction Life-long learning Governance and Citizenship Basic school Curriculum <p>GEOGRAPHY (Physical Geography)</p> <ol style="list-style-type: none"> Checklist Remedies to course topics Reflection report <p>HISTORY (History of Gender and Culture)</p> <ol style="list-style-type: none"> Remedies to course topics Historical writing and research <p>RME (Critical Moral Issues)</p> <ol style="list-style-type: none"> Critical moral issues Field work <p>2.2 Task tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson 12 of each course.</p>	<p>2.1 Brainstorm for likely new concepts from lesson twelve of each course</p> <p>Examples of new concepts:</p> <p>SOCIAL STUDIES (Regional Integration and International Relations)</p> <ol style="list-style-type: none"> Differentiated Instruction Life-long learning Governance and Citizenship Basic school Curriculum <p>GEOGRAPHY (Physical Geography)</p> <ol style="list-style-type: none"> Checklist Remedies to course topics Reflection report <p>HISTORY (History of Gender and Culture)</p> <ol style="list-style-type: none"> Remedies to course topics Historical writing and research <p>RME (Critical Moral Issues)</p> <ol style="list-style-type: none"> Critical moral issues Field work <p>2.2 Task tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson 12 of each course.</p>	15 mins

	<p>Examples of Possible Barriers SOCIAL STUDIES (Youth and National Development)</p> <ul style="list-style-type: none"> i. Lack of understanding of the importance of revision in teaching and learning design, especially on the part of student teachers. <p>GEOGRAPHY (Population, Environment, and Development)</p> <ul style="list-style-type: none"> i. 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. <p>HISTORY (History of Science and Technology)</p> <ul style="list-style-type: none"> i. Difficulty with some concepts not adequately understood. <p>RME (Theories of Religious and Moral Development)</p> <ul style="list-style-type: none"> i. Student teachers may find it unnecessary to take active part in the review and discussion of all the learning that has happened in 	<p>Examples of Possible Barriers SOCIAL STUDIES (Youth and National Development)</p> <ul style="list-style-type: none"> i. Lack of understanding of the importance of revision in teaching and learning design, especially on the part of student teachers. <p>GEOGRAPHY (Population, Environment, and Development)</p> <ul style="list-style-type: none"> i. 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. <p>HISTORY (History of Science and Technology)</p> <ul style="list-style-type: none"> i. Difficulty with some concepts not adequately understood. <p>RME (Theories of Religious and Moral Development)</p> <ul style="list-style-type: none"> i. Student teachers may find it unnecessary to take active part in the review and discussion of all the learning that has happened in the 	
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	<p>the course of the semester.</p> <p>2.3 Task tutors to brainstorm for the appropriate techniques of instruction how they can accordingly be strategised to assist student teachers to appreciate these concepts, overcome the barriers, in order to optimise learning. E.g., brainstorming, group activities, etc.</p>	<p>course of the semester.</p> <p>2.3 Brainstorm for the appropriate techniques of instruction how they can accordingly be strategised to assist student teachers to appreciate these concepts, overcome the barriers, in order to optimise learning. E.g., brainstorming, group activities, etc.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum ➤ Noting opportunities for integrating: GESI responsiveness 	<p>3.1 Task tutors to refer to the course manuals in their subject groups/areas and discuss the teaching and learning activities for lesson 12.</p> <p>Examples Teaching and Learning Activities</p> <p>SOCIAL STUDIES (Regional Integration and International Relations) Tutor facilitates student teachers’ connection with relevant previous knowledge/transition to the new lesson with the use of questioning.</p> <p>GEOGRAPHY (Physical Geography) Initiate discussion /Talk for learning approach using groupings (Same ability and then mixed groups) to identify student teachers’ strengths and weakness in the lessons learnt so far.</p>	<p>3.1 Refer to the course manuals in their subject groups/areas and discuss the teaching and learning activities for lesson 12.</p> <p>Examples Teaching and Learning Activities</p> <p>SOCIAL STUDIES (Regional Integration and International Relations) Tutor facilitates student teachers’ connection with relevant previous knowledge/transition to the new lesson with the use of questioning.</p> <p>GEOGRAPHY (Physical Geography) Initiate discussion /Talk for learning approach using groupings (Same ability and then mixed groups) to identify student teachers’ strengths and weakness in the lessons learnt so far.</p>	40 mins

<p>and ICT and 21st C skills.</p> <p>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ 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</p>	<p>HISTORY (History of Gender and Culture) Seminar: Group student – teachers according to remedy need and mixed-ability groups and provide specific task assistance in the areas on concept needing remedy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>For example:</p> <p><i>i. Student teachers do peer-teaching on specific topics to sharpen their skills and</i></p>	<p>HISTORY (History of Gender and Culture) Seminar: Group student – teachers according to remedy need and mixed-ability groups and provide specific task assistance in the areas on concept needing remedy.</p> <p>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.</p> <p>3.2 Read over the teaching and learning activities in their course manuals once again and identify possible areas they may need clarification for discussion.</p> <p>3.3 Discuss ways through which student teachers could be assisted to appreciate the teaching and learning activities suggested in the manual to be able to apply them in teaching the Basic School Curriculum.</p> <p>For example:</p> <p>➤ <i>Student teachers do peer-teaching on specific topics to sharpen their skills and competencies</i></p>	
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<p>used. Consideration needs to be given to local availability.</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>competencies to be able to teach the basic school curriculum.</i></p> <p><i>ii. Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class.</i></p> <p>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.</p> <p>Examples: GESI</p> <p><i>i. Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></p> <p><i>ii. Paying attention to people with different learning preferences</i></p> <p><i>iii. Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></p> <p><i>iv. Identify/note your own assumptions about GESI as tutors and try to correct your biases as you identify/notice them.</i></p> <p><i>v. In relevant situations, empower student teachers to believe in</i></p>	<p><i>to be able to teach the basic school curriculum.</i></p> <p>➤ <i>Student teachers prepare a lesson plan on any topic from the JHS curriculum to do peer teaching in the class</i></p> <p>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.</p> <p>Examples: GESI</p> <p><i>i. Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></p> <p><i>ii. Paying attention to people with different learning preferences</i></p> <p><i>iii. Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></p> <p><i>iv. Identify/note your own assumptions about GESI as tutors and try to correct your biases as you identify/notice them.</i></p> <p><i>v. In relevant situations, empower student teachers to believe in</i></p>	
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	<p><i>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.</i></p> <p>ICT</p> <ul style="list-style-type: none"> <i>i. How to assist student teachers to use:</i> <i>ii. PowerPoint to present their lessons during peer teaching.</i> <i>iii. Smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> <i>i. Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> <i>a. digital literacy skills</i> <i>b. Innovation and creativity</i> <i>ii. Use of group discussion to develop:</i> <ul style="list-style-type: none"> <i>a. communication and Collaboration skills</i> <i>b. Leadership and personal development</i> <i>c. Critical thinking and problem-solving skills</i> <p>3.5 Guide tutors to refer to their course manuals in</p>	<p><i>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.</i></p> <p>ICT</p> <ul style="list-style-type: none"> <i>i. How to assist student teachers to use:</i> <i>ii. PowerPoint to present their lessons during peer teaching.</i> <i>iii. Smart phones to search for relevant information on Google and other search engines.</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> <i>i. Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> <i>a. digital literacy skills</i> <i>b. Innovation and creativity</i> <i>ii. Use of group discussion to develop:</i> <ul style="list-style-type: none"> <i>a. communication and Collaboration skills</i> <i>b. Leadership and personal development</i> <i>c. Critical thinking and problem-solving skills</i> <p>3.5 Guide tutors to refer to their course manuals in their</p>	
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	<p>their subject groups to identify and discuss the continuous assessment opportunities in lesson 12 in line with the NTEAP.</p> <p>Examples SOCIAL STUDIES (Youth and National Development) Student teachers participate actively in group activities in the review of the course unit.</p> <p>GEOGRAPHY (Population, Environment, and Development) Student – teachers working in groups during the remedial lessons will ultimately help to assess them for learning.</p> <p>HISTORY (History of Science and Technology) Student teachers explain concepts clearly using examples familiar to students.</p> <p>RME (Theories of Religious and Moral Development) Student teachers do peer-tutoring to support themselves overcome challenging parts of the course.</p> <p>3.6 Ask tutors to identify and discuss relevant teaching and learning resources that can be used to appropriately teach</p>	<p>subject groups to identify and discuss the continuous assessment opportunities in lesson 12 in line with the NTEAP.</p> <p>Examples SOCIAL STUDIES (Youth and National Development) Student teachers participate actively in group activities in the review of the course unit.</p> <p>GEOGRAPHY (Population, Environment, and Development) Student – teachers working in groups during the remedial lessons will ultimately help to assess them for learning.</p> <p>HISTORY (History of Science and Technology) Student teachers explain concepts clearly using examples familiar to students.</p> <p>RME (Theories of Religious and Moral Development) Student teachers do peer-tutoring to support themselves overcome challenging parts of the course.</p> <p>3.6 Identify and discuss relevant teaching and learning resources that can be used to appropriately teach lesson 12 of their various courses.</p>	
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	<p>lesson 12 of their various courses.</p> <p>Examples Relevant Teaching/Learning Resources</p> <p>SOCIAL STUDIES (Regional Integration and International Relations)</p> <ul style="list-style-type: none"> i. Audio-visual Equipment and Video clips on course revision ii. Pictures and posters on supporting students iii. Braille, Scanner and Embosser iv. Sign language Interpreter (Resource Person). v. Laptop computer/PCs <p>GEOGRAPHY (Physical Geography)</p> <ul style="list-style-type: none"> i. Course manual Maps, and ii. Physical models YouTube videos <p>HISTORY (History of Gender and Culture)</p> <ul style="list-style-type: none"> i. Primary data (pictures, ii. videos/documentary, archival documents), iii. computers/ laptops, iv. LCD projector/screen, v. video/ audio player and camera 	<p>Examples Relevant Teaching/Learning Resources</p> <p>SOCIAL STUDIES (Regional Integration and International Relations)</p> <ul style="list-style-type: none"> i. Audio-visual Equipment and Video clips on course revision ii. Pictures and posters on supporting students iii. Braille, Scanner and Embosser iv. Sign language Interpreter (Resource Person). v. Laptop computer/PCs <p>GEOGRAPHY (Physical Geography)</p> <ul style="list-style-type: none"> iii. Course manual Maps, and iv. Physical models YouTube videos <p>HISTORY (History of Gender and Culture)</p> <ul style="list-style-type: none"> vi. Primary data (pictures, vii. videos/documentary, archival documents), viii. computers/ laptops, ix. LCD projector/screen, x. video/ audio player and camera 	
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	<p>RME (Theories of Religious and Moral Development)</p> <p>i. Logistics to facilitate student presentations</p> <p>3.7 Task tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery and transition to beginning teaching.</p>	<p>RME (Theories of Religious and Moral Development)</p> <p>i. Logistics to facilitate student presentations</p> <p>3.7 Task tutors to prepare a detailed plan for student teachers to ensure efficient lesson delivery and transition to beginning teaching.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should identify critical friends to observe lessons and report at next session. ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Task tutors to reflect and write down the main themes discussed in the PD session.</p> <p>4.2 Ask participants to share their points with colleagues in their group and then with the whole integrated group.</p> <p>4.3 Ask each tutor to give a brief summary of this semester's PD sessions; thus, the successes and challenges.</p> <p>4.4 Ask tutors to pose further questions for clarification if there are still outstanding issues.</p>	<p>4.1 Reflect and write down the main themes discussed in the PD session.</p> <p>4.2 In your group, share your points with colleagues and later share with the whole integrated group.</p> <p>4.3 Individually, give summary of this semester's PD sessions; thus, the successes and challenges</p> <p>4.4 Ask further questions for clarification if there are still outstanding issues.</p>	15 mins

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

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

	<ul style="list-style-type: none"> · Introduction – 10 · Methodology – 20 · Substantive section – 40 · Conclusion – 30 	<ul style="list-style-type: none"> · Mid semester assessment - 30 - <i>if applicable</i> · 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

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

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