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

HANDBOOK FOR COORDINATORS







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Coordinator Version

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 to assess 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:
 - \circ $\;$ 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
- This is the student teachers' final year and involves planning for and teaching sequences of lessons next academic year across all required subjects with regard for: the basic school curriculum GESI responsiveness, cross-cutting and transferable skills, including ICT.
- PD sessions in all subjects will need to include preparation for this final push to beginning teaching
- SL/HoD need to have details of the resources needed for the activities

- Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.
- Appendix 2: Course Assessment Components overview and example portfolio and projects

Introduction

TVET in the new B.Ed. curriculum include Agriculture, Home Economics, Technical and Visual Art. The idea that informed the amalgamating all the TVET Courses into one PD manual is the common base that has been established in the new B. Ed curriculum. The B. Ed TVET curriculum has established six (6) key content areas common to all. These include:

Classification	Content
General TVET Knowledge	Terminologies, concepts, theories, historical, philosophical,
	and sociological foundations, movements, associations and
	related organizations, policies, misconceptions about TVET
Operating and processing	Nature (identification), proper uses, care/maintenance of
Tools, equipment and	tools, equipment and machines
machines	
Skills Training Materials and	Sources, characteristics/properties, uses and
Resources	health, safety and environment (HSE)
Learning Environments:	types and uses, management practices, safety rules and
Workshops, studios, and	practices, HSE including Water, Health and sanitation
laboratories	(WASH) related issues
Operations, processes,	Design and realisation/composition, laying out,
procedures, and products	manufacturing processes and their related HSE, adherence
	to specifications (to ensure safety of consumers/clients)
Entrepreneurship	key concepts, principles, relevance, business creation,
	business ethics and social responsibility

What this means is that the component domains (Agriculture, Home Economics, Technical and Visual Art) understand a common language hence can work together. It is important to note that the TVET version of Agriculture is different from the traditional Agricultural Science. It is vocational Agriculture which is expected to be delivered in the Competency Based Training (CBT) mode like all the others.

In this manual however, each domain finds expression in the same questions and processes as it relates to their peculiarities. SLs/HoDs should therefore give reasonable room for each domain to find expression most suitable to their peculiar need and expression. *SLs/HoDs must draw attention to course combinations as it relates to each domain.*

In Year 4 Semester 2, student teachers are moving into a higher Extending Teaching phase of the TVET specialism. At this stage student teacher deepens their skills in thinking and exploring, planning and making, displaying and sharing their items through exhibition as well as appreciating and appraising what has been displayed, developing tools and materials using local resources where necessary and demonstrate critical understanding in the observation of workshop safety rules as well as the proper use and maintenance of tools and equipment.

- They are also to develop the capacity to operate both independently and collaboratively at this stage and engage in studio research which provides the opportunity for them to pursue a self-proposed and self-directed research.
- They are to adopts a problem-solving approach to identifying problems in the immediate environment (action research) and through critical thinking, design, innovative processes and products to solve them as well as extensively explore a variety of materials and tools (local and foreign) including ICT, applying the appropriate scientific/design processes and principles of ideation to solve identified problems.
- As part of their continuous professional development, student teachers are expected to teach, motivate and extend the learning with increasing consistency and independence by paying attention to all cross-cutting issues of gender, equality and inclusivity during their Supported Teaching in School (STS) sessions.

The Course combinations are as follows:

For Year 4 Semester 2, TVET is mounting 15 Courses in all. Agriculture and Home Economics have two (2) each Technical has five (5) while Visual Art has six (6) Courses. Student teachers offering Agriculture and Home Economics, will select the two Courses mounted in their domain only. Visual Art students will offer Project Work in Visual Art as Core and add any other two (2) Courses from the 3-Ds mounted. These have also been group thus:

Group A.

- > Sculpture
- > Ceramics

Group B

- Basketry
- Jewellery and Bead Making
- > Leatherwork

Students are expected to select one from each group, i.e., one from Group A and one from Group B.

AGRICULTURE

- Project work in agriculture
- Agribusiness Management: Processing, Financing and Marketing of Agricultural Products

Home Economics

- Enterprise Management in Home Economics
- Product Development and Action Research in Home Economics

Technical

- Final Project Work (Technical)
- Wood Technology III
- Construction Technology III
- > Power Generation, Transmission and Domestic installation
- Metal and Automotive Technology III

Visual Art

Project Work in Visual Arts

- Studio Practice in:
 - > Basketry
 - > Ceramics
 - Jewellery and Bead Making
 - Leatherwork
 - > Sculpture

Level: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is	SL/HoDs will have to say	Session. What PD Session	
to be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of the	
should use the		session.	
bullets to guide			
what they write			
for the SL/HoD			
and tutors to do			
and say during			
each session. Each			
bullet needs to be			
addressed and			
specific reference			
should be made			
to the course			
manual/s.			
1a Introduction to	1a.		20 mins
the semester – in	1.1. Use an ice breaker to	1.1. Listen to the story of	
session one	start the session, e.g.	the Proverbial	
Overview of	The Proverbial Monkey	Monkey and the	
subject/s age	and the Banana below.	Banana	
level/s to be			
covered in the	Long, long ago, the	Long, long ago, the	
PD sessions	monkey looked very ugly	monkey looked very ugly	
and guidance	and had no resemblance to	and had no resemblance	
on grouping	man at all. As a result of its	to man at all. As a result	
tutors	ugly sight, it found it	of its ugly sight, it found it	
according to	difficult to attend	difficult to attend	
the subject/s,	gatherings for fear of	gatherings for fear of	
age level/s.	ridicule. One day, the	ridicule. One day, the	
Introduction	monkey visited God to	monkey visited God to	
to the course	demand a better look; to	demand a better look; to	
manual/s	look like a human being.	look like a human being.	

Overview of \geq 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.

In response, God told the monkey that the change would require passing a test of being locked up for seven (7) days and seven (7) nights without food and water in a room with ripe bananas. 'No problem', declared the monkey. So the test began.

Grudgingly the days rolled past and the monkey had endured the temptation and did not come near let alone touch or eat the banana. As the days passed, the ugly monkey was gradually but systematically metamorphosing into a human being and by the evening of sixth (6th) day, the resemblance was very close. By the sixth (6^{th}) evening, the monkey was almost a human being, but the hunger pangs also increased considerably while the banana also became sumptuously ripe and was releasing sweetscented aroma. So strong was the temptation to eat that the monkey unconsciously dragged itself gradually towards the banana until it came very close to the banana. Having come so closed the monkey noticed that some of the banana had got rotten and had dripped sweet smelling juice on the floor. So the monkey decided to use its nose to

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	<i>.</i> /	
push away the banana to	nose to push away the	
see the quantum of liquid	banana to see the	
spilt. Meanwhile, as the	quantum of liquid spilt.	
clock ticked towards the	Meanwhile, as the clock	
seventh day, the ugly	ticked towards the	
monkey had almost	seventh day, the ugly	
completely	monkey had almost	
metamorphosed into a	completely	
human being.	metamorphosed into a	
In the fifty-ninth minute of	human being.	
the last hour the monkey	In the fifty-ninth minute	
realised that its nose was	of the last hour the	
wet with the fluid from the	monkey realised that its	
rotten banana that it had	nose was wet with the	
pushed. It therefore	fluid from the rotten	
decided to clean it by	banana that it had	
,		
licking it with its tongue.	pushed. It therefore	
So tasty it was that it	decided to clean it by	
decided to use its tongue	licking it with its tongue.	
to clean all the dripping	So tasty it was that it	
fluids on the banana.	decided to uses its tongue	
Before it became aware, it	to clean all the dripping	
had eaten all the banana.	fluids on the banana.	
Just when it gulped the last	Before it became aware, it	
morsel, the door opened.	had eaten all the banana.	
Guess who entered; God	Just when it gulped the	
Himself, apparently to	last morsel, the door	
pronounce the monkey a	opened. Guess who	
'human being'. But it was	entered; God Himself,	
too late.	apparently to pronounce	
	the monkey a 'human	
	being'. But it was too late.	
1	- 1	
1.2. Ask tutors to share the	1.2. What lesson can vou	
	1.2. What lesson can you learn from this story	
lesson(s) they learned	learn from this story	
lesson(s) they learned from this 'Proverbial	learn from this story and how does the	
lesson(s) they learned from this 'Proverbial Monkey and Banana'	learn from this story and how does the lesson learnt be	
lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these	learn from this story and how does the lesson learnt be applied to attendance	
lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these apply to attendance to	learn from this story and how does the lesson learnt be applied to attendance to Year 4 Semester 2	
lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these apply to attendance to Year 4 Semester 2 PD	learn from this story and how does the lesson learnt be applied to attendance	
lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these apply to attendance to Year 4 Semester 2 PD Sessions?	learn from this story and how does the lesson learnt be applied to attendance to Year 4 Semester 2	
lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these apply to attendance to Year 4 Semester 2 PD Sessions? Moral Lesson: Do well to	learn from this story and how does the lesson learnt be applied to attendance to Year 4 Semester 2	
lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these apply to attendance to Year 4 Semester 2 PD Sessions? Moral Lesson: Do well to persist to the end and do	learn from this story and how does the lesson learnt be applied to attendance to Year 4 Semester 2	
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lesson(s) they learned from this 'Proverbial Monkey and Banana' story and how these apply to attendance to Year 4 Semester 2 PD Sessions? Moral Lesson: Do well to persist to the end and do	learn from this story and how does the lesson learnt be applied to attendance to Year 4 Semester 2	

that we will do it to it.	1
that your student teachers	
are in their last semester.	
Finish hard!	
1.3. Ask Tutors to share	1.3. Share some of your
some of the experiences	experiences you had
they had during their	during your internship
internship supervision	supervision with the
with the whole group	whole group.
1.4. Ask tutors to suggest	1.4. Suggest ways in which
ways in which the Post	the Post Internship
Internship Course-	Course-based Seminar
based Seminar can be	can be used to
used to prepare	prepare student
student teachers for	teachers for the
the world of work as	world of work as
beginning teachers,	beginning teachers,
e.g.	e.g.,
_	_
a. encouraging both	a. encouraging both
student teachers	student teachers
and tutors to	and tutors to
share their	share their
experiences freely	experiences
b. providing guidance	freely
and counselling	b. providing
services to it to	guidance and
resolve traumatic	counselling
experiences	services to it to
	resolve traumatic
	experiences
1.5. Ask tutors to read the	1.5. Read the introduction
introduction to the Year	to the Year 4 Semester
4 Semester 2 Courses	2 Course from the
from the Course manual	Course manual to
to identifying the	identifying the <i>Goal(s)</i> ,
Goal(s), Key contextual	Key contextual factors,
factors, Course	Course Description,
Description, Core and	Core and transferable
transferable skills, CLO	skills, CLO and
and Indicators, etc. i.e.	Indicators, etc. i.e. focus
focus of the course.	of the course.
	-
Agriculture:	Agriculture:
The two courses	The two courses
mounted in	mounted in
Agriculture are:	Agriculture are:

Drojact work in	Drojact work in	
Project work in	Project work in	
agriculture and	agriculture and	
Agribusiness	Agribusiness	
Management. The	Management. The	
focus is for student	focus is for student	
teachers to use	teachers to use	
variety of scientific	variety of scientific	
approaches to	approaches to	
solving agricultural	solving agricultural	
problems and write	problems and write	
a project report on	a project report on	
field	field	
experimentation	experimentation	
and action research.	and action	
while at the same	research. while at	
time prepare for out	the same time	
of Collage activities	prepare for out of	
like Agribusiness	Collage activities	
Management:	like Agribusiness	
Processing,	Management:	
Financing and	Processing,	
Marketing of	Financing and	
Agricultural	Marketing of	
Products	Agricultural	
Home Economics:	Products	
Also has similar focus	Home Economics:	
	Also has similar	
having mounted two		
courses namely,	focus having mounted two	
Enterprise		
Management in	courses namely,	
Home Economics and	Enterprise	
Product Development	Management in	
and Action Research	Home Economics	
in Home Economics	and Product	
	Development and	
	Action Research in	
	Home Economics	
Technical:	Technical:	
The focus of Technical	The focus of	
include, Hand Forging	Technical include,	
as in metal and	Hand Forging as in	
Automotive III,	metal and	
Problem	Automotive iii,	
Identification, Design	Problem	
brief, and Analysis as	Identification, Design	
•		
in the Final Project	brief, and Analysis as	

research supervisors	research supervisors	
instructions from subject tutors and project/action	instructions from subject tutors and project/action	
e.g. a. Possible conflicting	a. Possible conflicting	
delivering the Course,	Course, e.g.	
possible challenges they could face in	challenges you could face in delivering this	
1.5. Ask tutors to identify	1.5. identify possible	
Sculpture.	<i>Leatherwork,</i> and Sculpture.	
Leatherwork, and	Making,	
Making,	Basketry, Ceramics, Jewellery and Bead	
Basketry, Ceramics, Jewellery and Bead	3-Ds and include	
3-Ds and include	These four are all in	
These four are all in	of the semester.	
of the semester.	artefacts by the end	
artefacts by the end	produce exhibitable	
Research meant to produce exhibitable	independent Studio Research meant to	
independent Studio	are quasi- independent Studio	
(5) of these are quasi-	while four of these	
Visual Art while five	writing in Visual Art	
report writing in	Project report	
is focusing on Project	One is focusing on	
Visual Art: is mounting six (6) courses in all. One	Visual Art: is mounting five (5) courses in all.	
Vieual Arts is mounting airs	COURSES.	
	3 Semester 2	
Semester 2 courses.	are all build on year	
are all build on year 3	Domestic Installation	
Transmission and Domestic Installation	Power Generation, Transmission and	
Generation, Transmission and	Electric Power as in	
Power as in Power	Distribution of	
Distribution of Electric	Generation and	
Generation and	as Introduction to	
as Introduction to	Technology III as well	
Technology III as well	Woodwork as in Woodwork	
Woodwork as in Woodwork	materials for Woodwork as in	
materials for	work, Plastic	

	b. Possible pressure	b. Possible pressure	
	on both students	on both students	
	and tutors due to	and tutors due to	
	the end of	the end of	
	semester	semester	
	exhibition	exhibition	
	c. Some students may	c. Some students	
	have a divided	may have a	
	attention between	divided attention	
	class attendance,	between class	
	project works,	attendance,	
	• •	,	
	subject portfolio	project works,	
	and professional	subject portfolio	
	portfolio building,	and professional	
	etc.	portfolio building,	
		etc.	
Po	ossible Solution		
	a. HoD/SLs in	Possible Solution	
	collaboration with	a. HoD/SLs in	
	Academic Affairs	collaboration with	
	officers organize	Academic Affairs	
	regular workshops	officers organize	
	or fora for tutors	regular	
	to harmonize	workshops or fora	
	procedures for	for tutors to	
	completing	harmonize	
	projects, Action	procedures for	
	Research write-	completing	
	ups, Subject as	projects, Action	
	well as	Research write-	
	Professional	ups, Subject as	
	Portfolio building,	well as	
	0,	Professional	
	etc. b. Croata offective F		
	b. Create effective E-	Portfolio building,	
	interactive	etc.	
	platforms to	b. Create effective E-	
	engage student	interactive	
	teachers in and	platforms to	
	out of the	engage student	
	classroom	teachers in and	
	c. Teach student	out of the	
	teachers time	classroom	
	management skills,	c. Teach student	
	etc.	teachers time	
		management	
1.	6. Lead tutors to discuss	skills, etc.	
	how to effectively	-,	

	apply the two forms of	1.6. Discuss how to	
	assessment in this	effectively apply the	
	course, e.g.	two forms assessment	
	Summary of NTEAP	in this course, e.g.	
	Assessment	Summary of NTEAP	
	There are three		
		Assessment	
	components of the NTEAP	There are three	
	assessment activities to be	components of the NTEAP	
	noted:	assessment activities to	
	Component 1:	be noted:	
	Subject	<u>Component 1</u> :	
	Portfolio Assessment (3	i. Subject	
	0% overall Score)	Portfolio Assessment (
	Summary of Assessment	30% overall Score)	
	activities include:	Summary of Assessment	
	Reports, Selected items	activities include:	
	of Students' work,	Reports, Selected	
	Midterm assessment,	items of Students'	
	Reflective	work, Midterm	
	Journals, subject	assessment,	
	Portfolio, etc.	Reflective	
	Component 2 Project: (30%	Journals, subject	
	overall Score)	Portfolio, etc.	
1b Introduction to	This is also in two parts:	Component 2	
the session	i. Projects that do not	Project: (30% overall	
Review prior	end up with a physical	Score)	
learning	product, e.g., surveys.	This is also in two parts:	
Reading and	The outcome of such	i. Projects that do not	
discussion of	may be reports,	end up with a physical	
the	statistical data, etc.	product, e.g., surveys.	
introductory	 Projects that involve 	The outcome of such	
sections of the	hands-on activity with a	may be reports,	
lesson up to	physical end product su	statistical data, etc.	
and including	ch	ii. Projects that involve	
learning		hands-on activity with	
-	as an artefact, (sculptur	-	
outcomes and	e, painting, garment,	a where is a lowed over duct a	
indicators	model farm, etc.) These	physical end product s	
 Overview of 	may need to be	uch	
content and	exhibited Portfolio of	as an artefact, (sculptur	
identification	preliminary	e, painting, garment,	
of any	drawings/designs,	model farm, etc.) These	
distinctive	artefacts, tools,	may need to be	
aspects of the	equipment, materials	exhibited Portfolio of	
lesson/s,	and products and their	preliminary	
NB The guidance	uses.)	drawings/designs,	
for SL/HoD should		artefacts, tools,	

and provide explanations for	Building of subject-based Portfolios	and products and their uses.)	
any areas where	i. Identify the variety of	uses./	
tutors might	items that can go into a	Building of subject-based	
require	TVET portfolio	Portfolios	
clarification on an	a. Sketches	i. Identify the variety of	
aspect of the	b. Finished 2D/3D	items that can go into a	
lesson.	works	TVET portfolio	
NB SL/HoD should	c. Scrap book	a. Sketches	
ask tutors to plan	d. Cut-out articles	b. Finished 2D/3D	
for their teaching	from magazines	works	
as they go through	and newspapers,	c. Scrap book	
the PD session	etc.	d. Cut-out articles	
	е.	from magazines	
	projects/assignments	and newspapers,	
	f. Downloads from	etc.	
	the internet	e.	
	g. Power point	projects/assignments	
	presentations	f. Downloads from	
	h. Written Reports	the internet	
	i. Photographs/videos,	g. Power point presentations	
	etc.	h. Written Reports	
	ii. Decide the appropriate	i.	
	form of the	Photographs/videos,	
	portfolio. Portfolios	etc.	
	can be either soft as	ii. Decide the appropriate	
	in E-Portfolios or	form of the portfolio.	
	hard portfolios.	Portfolios can be	
	iii. Portfolios should not	either soft as in E-	
	exist only for	Portfolios or hard	
	assessment. They	portfolios.	
	constitute a private	iii. Portfolios should not	
	library for the	exist only for	
	learner, now and the future	assessment. They	
		constitute a private	
	iv. For Visual Art, it is a	library for the learner, now and the	
	necessary requirement for the	future	
	scoring of any	iv. For Visual Art, it is a	
	practical project	necessary	
	work.	requirement for the	
		scoring of any	
		practical project	
	1.7. Guide tutors to discuss	work.	
	how they can use the		
	course to prepare		

Γ			
	student teachers for	1.7. Discuss how you	
	the world of work as	would use the course	
	beginning teachers,	to prepare student	
	e.g. draw student	teachers for the world	
	teachers' attention to	of work as beginning	
	the following:	teachers, e.g. draw	
	a. Community entry	student teachers'	
	skills	attention to the	
	b. Knowledge and	following:	
	linkages between	a. Community entry	
	the B.Ed. curriculum	skills	
	and the Basic	b. Knowledge and	
		_	
	Design Technology	linkages between	
	c. Survival skills, etc.	the B.Ed.	
	Community Entry Skills	curriculum and the	
	Community entry refers to	Basic Design	
	the processes of initiating,	Technology	
	nurturing, and sustaining a	c. Survival skills, etc.	
	desirable relationship with	Community Entry Skills	
	the new community with	Community entry refers to	
	the aim of securing and	the processes of initiating,	
	sustaining the community's	nurturing, and sustaining a	
	interest in all aspects of	desirable relationship with	
	one's duty and stay among	the new community with	
	them.	the aim of securing and	
	What to do	sustaining the	
	a. Collect information	community's interest in all	
	and map out the	aspects of one's duty and	
	community;	stay among them	
	(culture, languages	What to do	
	spoken, values,	a. Collect	
	taboos, etc.)	information and	
	b. Conduct a		
		map out the	
	stakeholder	community;	
	analysis; Identify	(culture,	
	institutional	languages	
	memories, attitude	spoken, values,	
	of staff members to	taboos, etc.)	
	work, expectations	b. Conduct a	
	of the	stakeholder	
	Headteacher/SMCs/	analysis; Identify	
	PTA, etc., Pupil's	institutional	
	class attendance,	memories,	
	parental support,	attitude of staff	
	role of opinion	members to	
	leaders in the	work,	
	community, etc.	expectations of	
	community, ctc.		

c. On arrival in the	the	
community, visit	Headteacher/SM	
and interact with	Cs/PTA, etc.,	
key community	Pupil's class	
leaders, e.g. the	attendance,	
Headteacher, PTA	parental support,	
Chairman, Chief,	role of opinion	
Religious leaders,	leaders in the	
District/Municipal	community, etc.	
Director of	c. On arrival in the	
Education, landlord,	community, visit	
etc.	an interact with	
d. Interact with your	key community	
pupils and share	leaders, e.g. the	
your teaching	Headteacher,	
philosophy with	PTA Chairman,	
them (set the tone	Chief, Religious	
for good	leaders,	
interpersonal	District/Municipa	
relationships), etc.	l Directors of	
	Education,	
	landlord, etc.	
	d. Interact with	
	your pupils and	
	share your	
	teaching	
	philosophy with	
	them (set the	
	tone for good	
	interpersonal	
1.8. Ask tutors to suggest	relationships),	
possible Projects for the	etc.	
semester:		
Agriculture:	1.8. Ask tutors to suggest	
a. Plant Abro Legon	possible Projects for the	
b. Observe and take data	semester:	
on:	Agriculture:	
i. Number of Plants	a . Plant Abro Legon	
infested	b. Observe and take data	
ii. Height in every week	on:	
(measurement)	i. Number of Plants	
c. Effect on yield	infested	
d. Write a comprehensive	ii. Height in every	
report.	week	
·	(measurement)	
Home Economics:		
Home Economics:	c. Effect on yield	

Small group businessd. Write a comprehensiveoperations: (Foodreport.	
operations: (Food report.	
Production Enterprise as in	
Food Buzza or Process Food Home Economics:	
Sales). <u>Small group business</u>	
a. In groups, identify a <u>operations:</u> (Food	
business idea related Production Enterprise as in	
to food/clothing and Food Buzza or Process	
home improvement Food Sales).	
Development. a. In groups, identify a	
b. Develop a business business idea related	
plan, produce and sell to food/clothing and	
your products home improvement	
employing different Development.	
pricing and sale models b. Develop a business	
to maximise profit. plan, produce and sell	
Conduct break even your products	
analysis employing different	
c. Write and present a pricing and sale	
report on your models to maximise	
Business activities. profit. Conduct break	
Technical: even analysis	
One Student teacher or c. Write and present a	
a group of student report on your	
teachers (not more Business activities.	
than four) identify a Technical :	
problem or challenge One Student teacher	
within the college or a group of student	
environment, collect teachers (not more	
data, investigate and than four) identify a	
provide suitable problem or challenge	
solution to solve within the college	
problem by making an environment, collect	
artefact. This work may data, investigate and	
done in student provide suitable	
teacher's major or solution to solve	
minor course area. problem by making an	
artefact. This work	
may done in student	
teacher's major or	
Visual Art: minor course area.	
Design and produce an	
exhibitable artefact to	
solve an identified need Visual Art:	
in your College or its Design and produce an	
immediate environs exhibitable artefact to	
using any 3-D Art solve an identified need in	

	0 11 11	·
forms. The final	your College or its	
product should be	immediate environs using	
accompanied by a	any two of the 3-D Art	
Project report	forms. The final product	
illustrating clearly all	should be accompanied by	
the vital processes	a Project report illustrating	
including ideation	clearly all the vital	
(preliminary sketches)	processes including	
and symbolisms (colour	ideation (preliminary	
or/and form).	sketches) and symbolisms	
A Summarised Guide to	(colour or/and form).	
TVET Project Design and		
Realization		
Stage One- Preparation of	A Summarised Guide to	
design folios		
U U	TVET Project Design and	
i. Preparation of design	Realization	
folios for design	Stage One- Preparation of	
processes:	design folios	
a. Problem	i. Preparation of design	
Identification	folios for design	
b. Design Brief	processes:	
c. Analysis	a. Problem	
d. Specification	Identification	
e. Investigation	b. Design Brief	
f. Cutting List or part	c. Analysis	
list,	d. Specification	
g. Scaled Modelling	e. Investigation	
h. Stating	f. Cutting List or	
manufacturing	part list,	
processes for the	g. Scaled Modelling	
Artefact	h. Stating	
i. Costing	-	
Ŭ	manufacturing	
j. Testing and	processes for	
Evaluation	the Artefact	
k. Illustration using	i. Costing	
appropriate	j. Testing and	
working drawings	Evaluation	
and detailed	k. Illustration using	
drawing, etc.	appropriate	
Stage Two- Making	working drawings	
/Designing the artefact	and detailed	
a. Produce scaled	drawing, etc.	
model of the design.	Stage Two- Making	
b. Selection of	/Designing the artefact	
appropriate	a. Produce scaled	
material artefact	model of the	
	design.	

c. Manufacturing of th	
Artefact	appropriate
d. Testing and	material artefact
Evaluation	c. Manufacturing of
e. Exhibition of project	
work.	d. Testing and
NB. These may be modifie	
to suit specific TVET	e. Exhibition of project
domains	work.
	NB. These may be
1b.	modified to suit specific
1.9. Ask tutors to read and	TVET domains
discuss the	1b.
introductory sections	1.9. Read and discuss the
of the lesson up to and	d introductory sections
including learning	of lesson 1 up to and
outcomes and	including learning
indicators and discuss	outcomes and
the focus and the	indicators and discuss
achievability of the LO	s the focus and the
and LIs, etc. to identify	achievability of the
any distinctive and	LOs and LIs, etc. to
interrelated features,	identify any distinctive
e.g. the focus of the	and interrelated
lesson:	features, e.g. the
Agriculture:	focus of the lesson:
The focus of Agriculture is:	
a. The Concept of	Agriculture:
Educational Action	The focus of Agriculture is:
Research	a. The Concept of
b Small Project in	Educational Action
Crop Production	Research
Home Economics:	b. Small Project in
The focus of Home	Crop Production
Economics is:	Home Economics:
c. Enterprise	The focus of Home
Management in	Economics is:
Home Economics	c. Enterprise
and	Management in
d. Product	Home Economics
Development and	and
Action Research in	
Home Economics	Development and
Technical:	Action Research in
The focus of Technical	Home Economics
include:	Technical:

e. Hand Forging as	The focus of Technical
in metal and	include:
Automotive III,	e. Hand Forging as in
f. Problem	metal and
Identification,	Automotive iii,
Design brief, and	f. Problem
Analysis as in the	Identification,
Final Project	
	Design brief, and
work,	Analysis as in the
g. Plastic materials	Final Project work,
for Woodwork as	g. Plastic materials
in Woodwork	for Woodwork as
Technology iii	in Woodwork
h. Introduction to	Technology iii
Generation and	h. Introduction to
Distribution of	Generation and
Electric Power as	Distribution of
in Power	Electric Power as
Generation,	in Power
Transmission and	Generation,
Domestic, etc.	Transmission and
Visual Art:	Domestic, etc.
The focus of the Visual Art	
is:	Visual Art:
<i>i.</i> Functions of	The focus of the Visual Art
<i>Nuseums and</i>	is:
Galleries as it	
	i. Functions of Museums and
pertains to	
basketry,	Galleries as it
Ceramics,	pertains to
Jewellery and	basketry,
Bead Making,	Ceramics,
Leatherwork as	Jewellery and
well as Sculpture	Bead Making,
and	Leatherwork as
k. The Concept of	well as Sculpture
Educational	and
Action Research	k. The Concept of
	Educational Action
1.10. Ask tutors identify	Research
possible linkage(s) to	
	1.10. Identify possible
courses/lesson as well	linkage(s) to any
as the Basic Design and	previous
Technology Curriculum	courses/lesson, as
in the JHS, e.g.	well as the Basic
	Design and

		Tablester
	A	Technology
	Agriculture: The	Curriculum in the JHS,
	assessment techniques	e.g.
	studied in Year 3	Agriculture: The
	Semester 2 are	assessment
	applicable in the two	techniques studied in
	courses mounted,	Year 3 Semester 2 are
	namely Project work in	applicable in the two
	<i>agriculture</i> and	courses mounted,
	Agribusiness	namely Project work
	Management:	<i>in agriculture</i> and
	Processing, Financing	Agribusiness
	and Marketing of	Management:
	Agricultural Products	Processing, Financing
	Home Economics: Similarly,	and Marketing of
	the assessment	Agricultural Products
	techniques studied in	Home Economics:
	Year 3 Semester 2 are	Similarly, the
	applicable in the two	assessment
	courses mounted,	techniques studied in
	namely, Enterprise	Year 3 Semester 2 are
	Management in Home	applicable in the two
	Economics and Product	courses mounted,
	Development and	namely, Enterprise
	Action Research in	Management in Home
	Home Economics	Economics and
		Product Development
		and Action Research
	Technical	in Home Economics
	Hand Forging in	
	metal and	Technical
	Automotive iii,	Hand Forging in
	Problem	metal and
	Identification, Design	Automotive iii,
	brief, and Analysis as	Problem
	in the Final Project	Identification, Design
	work, Plastic	brief, and Analysis as
	materials for	in the Final Project
	Woodwork as in	work, Plastic
	Woodwork	materials for
	Technology iii as well	Woodwork as in
	as Introduction to	Woodwork
	Generation and	Technology iii as well
	Distribution of Electric	as Introduction to
	Power as in Power	Generation and
	Generation,	Distribution of
	Transmission and	Electric Power as in
l		

			1
	Domestic Installation	Power Generation,	
	are all build on year 3	Transmission and	
	Semester 2 courses.	Domestic Installation	
	Each these also have	are all build on year	
	basic provision in the	3 Semester 2	
	Basic Design and	courses. Each these	
	Technology	also have basic	
	Curriculum in the JHS.	provision in the Basic	
		Design and	
		Technology	
	Visual Art	Curriculum in the	
	The studio Practice in	JHS.	
	the 3-D as in the Visual	Visual Art	
	Art is a direct follow-up	The studio Practice in	
	to the studio Practice in	the 3-D as in the	
	2-Ds in Year 3 Semester	Visual Art is a direct	
	2	follow-up to the	
		studio Practice in 2-Ds	
	1.11 Ask tutors to read and	in Year 3 Semester 2	
	discuss the		
	introductory sections	1.11 Read and discuss the	
	of lesson 1 up to and	introductory sections	
	including learning	of lesson 1 up to and	
	outcomes and	including learning	
	indicators and discuss	outcomes and	
	the focus and the	indicators and discuss	
	achievability of the Los	the focus and the	
	and Lis, etc.	achievability of the	
		Los and Lis, etc.	
		Los and Lis, etc.	
As this course is	Refer to links below to	Refer to links below to	
dealing with	guide student teachers in	guide student teachers in	
supporting and or	writing Project Report	writing Project Report	
assessing the	Presentation of individual	Presentation of individual	
Professional	reflective notes on analysis	reflective notes on analysis	
Teaching Portfolio	of the videos with the links:	of the videos with the links:	
Development or			
the Action	https://youtu.be/TPJWh85X	https://youtu.be/TPJWh85	
Research Project	t9k		
Report (CAR)		Xt9k https://woutu.bo/860LtByP	
	https://youtu.be/860LtRxP3	https://youtu.be/860LtRxP	
writing. Tutors	https://woutu.be/zcA2D41	<u>3rw</u> https://woutu.bo/zcA2B41	
need to be	https://youtu.be/zcA2B41	https://youtu.be/zcA2B41	
provided with	<u>Wym8</u>	<u>Wym8</u>	
guidance on what			
-			
to do including organisation of			

Post Intern Seminar.			
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.			
2 Concept	2.1. Ask tutors to scan	2.1. Scan through lesson 1	15 mins
Development	through lesson 1 in	as in their respective	
(New learning	their respective subject	subject areas and	
likely to arise in	areas and identify the	identify the major	
lesson/s) :	major concepts in the	concepts in the	
Identification	lesson., .	lesson. ,	
and discussion	NB. The Concept of	NB. The Concept of	
of new	Educational Action	Educational Action	
learning,	Research runs through all	Research runs through all	
potential	the TVET domains	the TVET domains	
barriers to	Agriculture:	Agriculture: a. Small group project	
learning for student	a. Small group project in crop production	in crop production	
teachers or	b. The Concept of	b. The Concept of	
students, new	Educational Action	Educational Action	
concepts or	Research	Research	
pedagogy			
being			
introduced in	Home Economics:	Home Economics:	
the lesson,	The major concepts in	The major concepts in	
which need to	Home Economics	Home Economics	
be explored	include:	include:	
with the	c. Enterprise	c. Enterprise	
SL/HoD	Management in	Management in	
NB The guidance	Home Economics	Home Economics	
for SL/HoD should set out what they	and Product Development and	and Product Development and	
need to do to	d. Action Research in	d. Action Research in	
introduce and	Home Economics	Home Economics	
explain the			
issues/s with	Technical:	Technical:	
tutors	e. The major concepts	e. The major concepts	
	in Technical include,	in Technical include,	
	Hand Forging as in	Hand Forging as in	

	motal and	matel and	
	metal and	metal and	
	Automotive iii,	Automotive iii,	
	Problem	Problem	
	Identification,	Identification,	
	Design brief, and	Design brief, and	
	Analysis as in the	Analysis as in the	
	Final Project work,	Final Project work,	
	Plastic materials for	Plastic materials for	
	Woodwork as in	Woodwork as in	
	Woodwork	Woodwork	
	Technology iii as	Technology iii as	
	well as Introduction	well as Introduction	
	to Generation and	to Generation and	
	Distribution of	Distribution of	
	Electric Power as in	Electric Power as in	
	Power Generation,	Power Generation,	
	Transmission and	Transmission and	
	Domestic	Domestic	
	Installation are all	Installation are all	
	build on year 3	build on year 3	
	Semester 2 courses.	Semester 2 courses.	
Visua		Visual Art:	
	Functions of	f. Functions of	
	Museums and	Museums and	
	Galleries as it	Galleries as it	
	pertains to basketry,	pertains to basketry,	
	Ceramics, Jewellery	Ceramics, Jewellery	
	and Bead Making, as	and Bead Making, as	
	•	well as Sculpture	
	well as Sculpture	well as sculpture	
2.2. A	sk tutors in their	2.2. Ask tutors in their	
re	espective domains to	respective domains to	
d	iscuss the major	discuss the major	
C	oncepts in lesson 1	concepts in lesson 1	
	ith reference to the	with reference to the	
C	ourse description.	course description.	
	efer to the Course	Refer 2.1 above.	
	1anual.		
Note.		Note.	
	The course	The course	
	manual requires	manual requires	
	that student	that student	
	teacher deepens	teacher deepens	
	their skills in	their skills in	
	thinking and	thinking and	
	exploring	exploring	
	(conceptualizatio	(conceptualizatio	
	ιτοπτεριααπέατιο	ιτοπτεριααπίζατιο	

n, ideation and	n, ideation and
making	making
preliminary	preliminary
designs/	designs/
sketching using	sketching using
manual and ICT	manual and ICT
systems),	systems),
planning and	planning and
making (explore	making (explore
the possibility of	the possibility of
using appropriate	using
tools and	appropriate
materials at low	tools and
or no cost,	materials at low
production of	or no cost,
various items)	production of
display and share	various items)
their items	display and
through	share their items
exhibition as well	through
as appreciating	exhibition as
and appraising	well as
what has been	appreciating and
displayed,	appraising what
develop tools and	has been
materials using	displayed,
local resources	develop tools
where necessary	and materials
and demonstrate	using local
critical	resources where
understanding in	necessary and
the observation	demonstrate
of workshop	critical
safety rules as	understanding in
well as the proper	the observation
use and	of workshop
maintenance of	safety rules as
tools and	well as the
equipment.	proper use and
They are also to	maintenance of
develop the	tools and
-	
capacity to	equipment. They are also to
operate both	They are also to
independently	develop the
and	capacity to
collaboratively at	operate both
this stage and	independently

or a second in studie	and d	
engage in studio	and	
research which	collaboratively	
provides the	at this stage and	
opportunity for	engage in studio	
them to pursue a	research which	
self-proposed and	provides the	
self-directed	opportunity for	
research.	them to pursue a	
They are to	self-proposed	
adopts a	and self-directed	
problem-solving	research.	
approach to	They are to	
identifying	adopts a	
problems in the	problem-solving	
immediate	approach to	
environment	identifying	
(action research)	problems in the	
and through	immediate	
critical thinking,	environment	
designs,	(action research)	
innovative	and through	
processes and	critical thinking,	
products to solve	designs,	
, them as well as	innovative	
extensively	processes and	
explore a variety	products to solve	
of materials and	them as well as	
tools (local and	extensively	
foreign) including	explore a variety	
ICT, applying the	of materials and	
appropriate	tools (local and	
scientific/design	foreign)	
processes and	including ICT,	
principles of	applying the	
ideation to solve	appropriate	
identified	scientific/design	
problems.	processes and	
As part of their	principles of	
continuous	ideation to solve	
professional	identified	
development,	problems.	
student teachers	As part of their	
	continuous	
are expected to		
teach, motivate	professional	
and extend the	development,	
learning of	student teachers	
classes with	are expected to	

in an an in a	toget matingto
increasing	teach, motivate
consistency and	and extend the
independence by	learning of
paying attention	classes with
to all cross-	increasing
cutting issues of	consistency and
gender, equity	independence by
and inclusivity	paying attention
during their	to all cross-
Supported	cutting issues of
Teaching in	gender, equity
School (STS)	and inclusivity
sessions.	during their
	Supported
	Teaching in
	School (STS)
	sessions.
2.3. Ask tutors to identify	2.3. Identify GESI, ICT, and
GESI, ICT, and other	other 21 st Century
21 st Century Skills in	Skills in your
their respective course	respective course
manuals and in their	manuals and in your
buzz groups discuss the	buzz groups discuss
pedagogies to use to	the pedagogies to use
make their acquisition	to make the
easy and also relevant	acquisition easy and
to the student teachers	also relevant to the
as beginning teachers	student teachers as
after College, e.g.	beginning teachers
i. Encourage	after College, e.g.
mixed gender	i. Encourage
and ability	mixed gender
group work	and ability
li. Encourage idea	group work
sharing	li. Encourage
through class	idea sharing
jury sessions	through class
iii. Facilitate the	jury sessions
use of resource	iii. Facilitate the
persons	use of resource
especially those	persons
who have	especially
defiled social,	those who
cultural and	have defiled
economic	social, cultural
stereotyping to	and economic

	make it in their TVET careers iv. Encourage computer aided designs v. Encourage the use of motorised tools and ICT tools vi. Encourage work-based learning vii. Encourage extended learning (refer 3.2.), etc.	stereotyping to make it in their TVET careers iv. Encourage computer aided designs v. Encourage the use of motorised tools and ICT tools vi. Encourage work-based learning vii. Encourage extended learning (refer 3.2.), etc.	
3.Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities	3.1. Guide tutors to discuss the major pedagogies prescribed in the course manual for lesson 1, e.g. <i>e-</i> <i>learning opportunities,</i> <i>independent Studies,</i> <i>practical activities</i> <i>(demonstration, etc.).</i>	3.1. Discuss the major pedagogies prescribed in the course manual for lesson 1, e.g. <i>e-</i> <i>learning</i> <i>opportunities,</i> <i>independent Studies,</i> <i>practical activities</i> <i>(demonstration, etc.).</i>	40 mins
Noting, addressing, and explaining areas where tutors may require clarification Noting	 3.2. Ask tutors to identify any possible area(s) that require further explanation, e.g., <i>independent Studies</i> <i>and practical activities</i> <i>as in studio Research.</i> Refer to notes on 2.2. 	 3.2. Identify any possible area(s) that require further explanation, e.g., independent Studies and practical activities as in studio Research. Refer to notes on 2.2. 	
opportunities for making <i>explicit</i> links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness	3.3. Guide tutors to discuss other alternative ways to deliver lesson 1 to facilitate the student teacher's practice as a beginning teacher after College, e.g.	3.3 Discuss other alternative ways to deliver lesson 1 to facilitate the student teacher's practice as a beginning teacher after College, e.g.	

	1	
and ICT and 21 st C	a. Linking it to the Basic	a. Linking it to the Basic
skills	Design and Technology	Design and
Reading,	Curriculum in the JHS	Technology
discussion, and	b. the use of <i>extended</i>	Curriculum in the JHS
identification of	<i>learning.</i> Ref.	b. the use of <i>extended</i>
continuous	https://wwweducation.	<i>learning.</i> Ref.
assessment	<u>nh.gov</u> .	https://wwweducatio
opportunities in	c. Helping student	n.nh.gov.
the lesson. Each	teachers to build their	c. Helping student
lesson should	professional portfolios	teachers to build their
include at least	Extended learning	professional portfolios
two opportunities	opportunities allow for the	Extended learning
to use continuous	primary acquisition of	opportunities allow for
assessment to	knowledge and skills	the primary acquisition of
support student	through instruction or	knowledge and skills
teacher learning	study outside of the	through instruction or
Resources:	traditional classroom	study outside of the
links to the	including, but not limited to	traditional classroom
existing PD	independent study, private	including, but not limited
Themes, for	instruction, performing	to independent study,
example, action	groups, community service,	private instruction,
research,	apprenticeship and on-line	performing groups,
questioning and to	courses. This is relevant for	community service,
other external	the learning of lesson 1 in	apprenticeship and on-line
reference	all the TVET domains. It will	courses. This is relevant
material:	provide opportunity for	for the learning of lesson 1
literature, on web,	cross-fertilization of ideas	in all the TVET domains. It
Youtube, physical	especially for the quazzi	will provide opportunity
resources, power	independent studies that is	for cross-fertilization of
point; how they	required of student	ideas especially for the
should be used.	teachers in the lessons on:	quazzi independent
Consideration		studies that is required of
needs to be given		student teachers in the
to local availability		lessons on:
guidance on any	Agriculture:	Agriculture:
power point	a. The Concept of	a. The Concept of
presentations,	Educational Action	Educational Action
TLM or other	Research	Research
resources which	b. Small Project in Crop	b. Small Project in Crop
need to be	Production	Production
developed to	Home Economics:	Home Economics:
support learning	c. Enterprise Management	c. Enterprise
Jupport learning	in Home Economics	Management in Home
Tutors should be	and	Economics and
expected to have a plan for the next	d. Product Development and Action Research in	d. Product Development and Action Research
		unu ALLIUN NESEUILII
	Home Economics	in Home Economics

lesson for student	Technical:	Technical:	
teachers	e. Hand Forging as in	e. Hand Forging as in	
	metal and Automotive	metal and Automotive	
	III,	III,	
	f. Problem Identification,	f. Problem	
	Design brief, and	Identification, Design	
	Analysis as in the Final	brief, and Analysis as	
	Project work,	in the Final Project	
	g. Plastic materials for	work,	
	Woodwork as in	g. Plastic materials for	
	Woodwork Technology	Woodwork as in	
	iii	Woodwork	
	h. Introduction to	Technology iii	
	Generation and	h. Introduction to	
	Distribution of Electric	Generation and	
	Power as in Power	Distribution of Electric	
	Generation,	Power as in Power	
	Transmission and	Generation,	
	Domestic, etc.	Transmission and	
		Domestic, etc.	
	Visual Art:	Visual Art:	
	Functions of Museums and	Functions of Museums and	
	Galleries as it pertains to	Galleries as it pertains to	
	basketry, Ceramics,	basketry, Ceramics,	
	Jewellery and Bead Making,	Jewellery and Bead	
	Leatherwork as well as	Making, Leatherwork as	
	Sculpture and i. The Concept of	well as Sculpture and i. The Concept of	
	Educational Action	Educational Action	
	Research	Research	
	j. Functions of	j. Functions of	
	Museums and	Museums and	
	Galleries as in Visual	Galleries as in Visual	
	Art	Art	
	Building Professional		
	Portfolio		
	3.4. Guide tutors to discuss	3.4. Discuss possible	
	possible barriers in	barriers in teaching	
	teaching /learning of	/learning of lesson 1,	
	lesson 1, e.g.	e.g.	
	i. Some student	i. Some student	
	teachers especially	teachers	
	those with SEN	especially those	
	may have difficulty	with SEN may	
	going through the	have difficulty	

		1	
	rigorous practical	going through the	
	activities that	rigorous practical	
	characterise lesson	activities that	
	1	characterise	
ii.	Poor time-tabling	lesson 1	
	due to lack of	ii. Poor time-tabling	
	understanding of	due to lack of	
	the dynamics of	understanding of	
	TVET practical	the dynamics of	
	activities by	TVET practical	
	College	activities by	
	authorities. NB.	College	
	The practical	authorities. NB.	
	-		
	course are 6	The practical	
	credits each and	course are 6	
	require 12	credits each and	
	continuous hours.	require 12	
iii.	Student teachers	continuous hours.	
	may experience	iii. Student teachers	
	fatigue from	may experience	
	physical exertion.	fatigue from	
	(NB Visual Art and	physical exertion.	
	Technical students	(NB Visual Art and	
	may be taking at	Technical	
	least 2 practical	students may be	
	lessons each week.	taking at least 2	
iv.	Some students	practical lessons	
	may have financial	each week.	
	challenges because	iv. Some students	
	the practical	may have	
	lessons require	financial	
	materials which	challenges	
	the College may	because the	
	not provide, hence	practical lessons	
	student teachers	require materials	
	may have to	which the College	
	purchase them	may not provide,	
	from their own	hence student	
	-	teachers may	
Descible	<i>resources, etc.</i> Solutions	,	
		have to purchase	
1. 0	Give each student	them from their	
	ample time to	own resources,	
	complete their	etc.	
	work	Possible Solutions	
ii	Assist student	i. Give each student	
	teachers under	ample time to	
	stress especially		

r			
	those with SEN	complete their	
	adequate support	work	
	to be able to finish	ii. Assist student	
	their work on	teachers under	
	schedule	stress especially	
	iii. Guide student	those with SEN	
	teachers to use	adequate support	
	their allowances	to be able to	
	on tools and	finish their work	
	learning materials	on schedule	
	iv. Educate College	iii. Guide student	
	authorities	teachers to use	
	especially time-	their allowances	
	table officers to	on tools and	
	schedule practical	learning materials	
	lessons such that	iv. Educate College	
		5	
	they can have	authorities	
	ample working	especially time-	
	time, etc.	table officers to	
		schedule practical	
		lessons such that	
		they can have	
		ample working	
		time, etc.	
] З.	5. Ask tutors in their	3.5. List TLRs suggested in	
	respective domains to	your respective	
	list TLRs suggested in	manuals for the	
	their respective manuals	delivery of lesson 1,	
	for the delivery of lesson	e.g.	
	1, .e.g.		
	1. Forging tools and	1. Forging tools and	
	accessories, centre	accessories, centre	
	Lathe, Electrical and	Lathe, Electrical	
	Electronic tools and	and Electronic	
	accessories,	tools and	
	woodwork tools and	accessories,	
	accessories	woodwork tools	
	Sculpture tools	and accessories	
	(Chisel, Adze gouge,	Sculpture tools	
		-	
	mallet, knife, Pliers,	(Chisel, Adze	
	hammer, clamps,	gouge, <i>mallet,</i>	
	saw, scrapers, etc.,	knife, Pliers,	
	Sculpture materials	hammer, clamps,	
	(clay, plasticine,	saw, scrapers, etc.,	
	fibre glass, paper pulp, stone, wood,	Sculpture materials (clay, plasticine,	

	al way fam.	fibre alage and	
	al, wax, foam, ter of Paris etc),	fibre glass, paper pulp, stone, wood, metal, wax, foam, plaster of Paris etc),	
acces project facilit board physi marq pliers etc), Bead mate adhes beads natur	puters and sories, ctors, internet ties smart ds, studio, cal environment, uette scrapers, , needle, bodkin lewellery and -making rials (abrasives, sives artificial s, flexible wire, ral beads, gari, dough etc.).	2. Computers and accessories, projectors, internet facilities smart boards, studio, physical environment, marquette scrapers, pliers, needle, bodkin etc), Jewellery and Bead-making materials (abrasives, adhesives artificial beads, flexible wire, natural beads, gari, flour dough etc.).	
other p resour	oossible ces that could e used to deliver	3.6. Suggest other possible resources that could also be used to deliver the lesson	
their d	ors to share raft teaching vith the whole	3.7. Share their draft teaching plans with the whole group.	
write t practic the res manua pair -au approa the do would	tors to brain- he assessment es identified in spective Course ls and use think- nd- share share och to discuss in mains how they be used in 1, e.g. self, peer,	3.8. Brain-write the assessment practices identified in your respective Course manuals and use think- pair -and- share approach to discuss in your domains how they would be used in lesson	

	and tutor accossmont	1, e.g. self, peer, and	
	and tutor assessment,		
	etc.	tutor assessment, etc.	
4. Evaluation and	4.1 Ask one or two tutors to	4.1 Sum-up what you learnt	15 mins
review of session:	sum-up what they learnt	in the PD session 1	
a. Tutors need to	in PD session 1.		
identify critical			
friends to observe	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
lessons and report	critical friend to observe	to observe lessons and	
at next session	lessons and report at	report at the next PD	
b. Identifying and	the next PD session, PD	session.	
addressing any	session 2.		
outstanding issues			
relating to the	4.3 Refer any outstanding	4.3 Refer any outstanding	
lesson/s for	issues relating to the	issues relating to the	
clarification	lesson/s to the SLs/HoDs	lesson/s to the SLs/HoDs for	
	for clarification.	clarification.	
	4.4 Remind tutors to read	4.4 Remember to read	
	lesson 2 in the Course	lesson 2 of your	
	manuals in readiness for PD	manual before coming	
	session 2	for the PD session next	
		week	

Tutor PD Session 2

Name of Subject: TVET

	cus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time	
-	ints provide the	the session. What the	Activity during the PD	in	
	me for what is to	SL/HoDs will have to say	Session. What PD Session	sessio	
be	done in the	during each stage of the	participants (Tutors) will do	n	
ses	ssion. The SWL	session	during each stage of the		
she	ould use the		session.		
bu	llets to guide				
wh	at they write for				
the	e SL/HoD and				
tut	ors to do and say				
du	ring each session.				
Ea	ch bullet needs to				
be	addressed and				
spe	ecific reference				
she	ould be made to				
the	e course				
ma	anual/s.				
11	ntroduction to	1.1. Ask tutors to share	1.1. How useful was PD	20	
the	e session	how useful PD session	session 1 and how did	mins	
\triangleright	Review prior	1 was and how it	it influenced your		
	learning	influenced their	teaching over the		
\triangleright	A critical friend	teaching over the	week.		
	to share findings	week.			
	for a short				
	discussion and	1.2. Ask the critical friend	1.2. Share your		
	lessons learned	to share his/her	observation of the		
	Reading and	observation of the	teaching of Lesson 1.		
	discussion of the	teaching of Lesson 1.			
	introductory				
	sections of the	1.3. Allow for a short	1.3. Discuss the positive		
	lesson up to and	discussion on the	lessons learned from		
	including	positive lessons	the previous PD		
	learning	learned from the	Session.		
	outcomes and	previous PD Session.			
	indicators				
	Overview of	1.4. Guide tutors to read	1.4. Read the introductory		
	content and	the introductory	sections of Lesson 2		
	identification of	sections of Lesson 2	(up to learning		
	any distinctive	(up to learning	outcomes) and discuss		
	aspects of the	outcomes) and discuss	in pairs the important		
	lesson/s,	in pairs within their	or distinctive aspects		
NR	The guidance for	respective domains the	of Lesson 2, e.g. the		
	HoD should	important or	01 203001 2, C.g. 11C		
SL/	חטט גווטעוע				

Tutor PD Session for Lesson 2 in the Course Manual

Level: JHS

identific address and			
identify, address and	distinctive aspects of	achievability of the Los	
provide explanations	Lesson 2, e.g. the	and LIs	
for any areas where	achievability of the Los	Refer to your	
tutors might require	and LIs	respective TVET	
clarification on an	Refer to your respective	manual.	
aspect of the lesson.	TVET manual.		
SL/HoD take			
feedback to gauge	1.5.Ask tutors to read and	1.5.Read and discuss the	
understanding and	discuss the overview of	overview of the	
support tutor	the content and	content and identify	
engagement.	identify any distinctive	any distinctive aspects	
NB SL/HoD should	aspects of the	of the lesson(s), e.g. to	
ask tutors to plan for	lesson(s), e.g. to	deepen their	
their teaching as	deepen their	knowledge and skills of	
they go through the	knowledge and skills of	solving animal	
PD session	solving animal	production problem,	
	production problem,	concept of Designing in	
	concept of Designing in	Clothing and Textiles	
	Clothing and Textiles	(Fashion) <i>with special</i>	
	(Fashion) <i>with special</i>	reference to the	
	reference to the	various TVET courses?	
	various TVET courses?		
As this course is	NB	NB	
dealing with	Remind tutors to examine	Remember to examine	
supporting and/or	how student teachers	how student teachers	
assessing the	chose their action research	chose their action research	
Professional	topics, enquiries made,	topics, enquiries made,	
Teaching Portfolio	literature/data gathered so	literature/data gathered so	
Development	far, etc.	far, etc.	
and/or Classroom	e.g.	e.g.	
enquiry and Action	Sources of Data:	Sources of Data:	
Research, Project	Primary sources,	Primary sources,	
Report writing,	(interviews, etc.)	(interviews, etc.)	
tutors should to be	Secondary sources,	Secondary sources, (library	
provided with	(library research,	research, etc.)	
guidance on what to	etc.)		
do including			
organization of Post			
Internship Seminar.			
For each session	NB	NB	
remember this is the	Remind tutors to use the	Remind tutors to use the	
final semester	discussions on student	discussions on student	
before Students	teachers' subject based	teachers' subject based	
begin teaching	project	project	
	project	project	
provide prompts to	development/report to	development/report to	

planning and give	These should cover areas	These should cover areas	
planning and give		such as:	
regard for GESI, CCI,	such as:		
ICT etc.	 identification of the 	identification of the	
	problem,	problem,	
	investigation/idea	investigation/idea	
	development	development	
	tool and material	tool and material	
	gathering	gathering	
	systematic	systematic	
	processes/procedur	processes/procedur	
	es to be used to	es to be used to	
	execute the final	execute the final	
	artefacts	artefacts	
	possible challenges	possible challenges they	
	they expect and	expect and how they	
	how they propose	propose solving them, etc.	
	solving them, etc.		
2 Concept	2.1. Ask tutors to identify	2.1. Identify and discuss	15
Development (New	and discuss the new	the new learning as in	mins
learning likely to	learning as in lesson 2,	lesson 2, e.g.	
arise in lesson/s) :	e.g.	Agriculture	
Identification	Agriculture	i. Identification of the	
and discussion of	i. Identification of the	Problem. (to	
new learning,	Problem. (to	demonstrate knowledge	
potential barriers	demonstrate knowledge	and ability to identify	
to learning for	and ability to identify	viable problems	
student teachers	viable problems	community).	
or students, new	community).	ii. Small project in animal	
concepts or	ii. Small project in animal	production. (to	
pedagogy being	production. (to	demonstrate knowledge	
introduced in the	demonstrate knowledge	and skills of solving	
lesson, which	and skills of solving	animal production	
need to be	animal production	problems)	
explored with	problems)		
the SL/HoD	Home Economics	Home Economics	
NB The guidance for	i. Business ideas and	i. Business ideas and	
SL/HoD should set	opportunities in Home	opportunities in Home	
out what they need	Economics: Assessing	Economics: Assessing	
to do to introduce	business ideas.	business ideas.	
and explain the	ii. Design Creation in	ii. Design Creation in	
issues/s with tutors,	Clothing and Textiles:	Clothing and Textiles:	
they should take	Concepts of designing	Concepts of designing	
feedback to gauge	Technical	Technical	
understanding and	1	_	1
	i. Specifications,	i. Specifications,	
support tutor	i. Specifications, Investigation and	i. Specifications, Investigation and	

	i Hand forging operations	ii Hand forging operations
	i. Hand forging operations	ii. Hand forging operations (upsetting, drawing
	(upsetting, drawing down_flattering	
	down, flattering, swaaina, bendina	down, flattering, swaging, bending,
	swaging, bending, twisting, punching	
	0,1 0	twisting, punching
	(Exhibit basic	(Exhibit basic
	knowledge,	knowledge,
	understanding and	understanding and
	manipulation skills	manipulation skills
	metal hand forging	metal hand forging
	operation).	operation).
	i. Sources of electrical	iii. Sources of electrical
	power generation (non-	power generation (non-
	renewable).	renewable).
i i	v. Timber as the main	iv. Timber as the main
	material in the	material in the
	woodworking industry –	woodworking industry –
	types of timber and	types of timber and their
	their uses, and cross	uses, and cross section
	section of timber.	of timber.
	Visual Art	Visual Art
	i. Greening TVET.	i. Greening TVET.
	(Demonstrate	(Demonstrate
	knowledge and	knowledge and
	understanding of the	understanding of the
	processes, tools and	processes, tools and
	materials used in	materials used in
	Basketry, Leather Work,	Basketry, Leather Work,
	Jewellery and Bead	Jewellery and Bead
	making, Pottery and	making, Pottery and
	Ceramics and Sculpture,	Ceramics and Sculpture,
	etc. that will address the	etc. that will address the
	concept of greening	concept of greening
	TVET).	TVET).
		ii. Identification of the
		Problem.
·	2.2. Ask tutors in their	2.2. Discuss potential
	groups to discuss	barriers to teaching and
	potential barriers to	learning of lesson 2. e.g.,
	teaching and learning	Greening TVET:
	of lesson 2. e.g.,	a. the challenge of student
	Greening TVET:	teachers accepting/
	a. the challenge of student	implementing the concept.
	teachers not accepting/	
	implementing the concept.	b. tutors may have little
		experience or limited

	b. Some tutors may have	professional expertise to	
	little experience or limited	effectively guide student	
	professional expertise to	teachers on how to collect	
	effectively guide student	data and analysis them	
	teachers on how to collect	statistically in animal	
	data and analysis them	production.	
	statistically in animal		
	production.		
	c. Some Student teachers	c. Some Student teachers	
	may have the challenge of	may have the challenge of	
	preparing cutting list for	preparing cutting list for	
	proper execution of their	proper execution of their	
	end of semester projects.	end of semester projects.	
	d. Lack or Inadequate	d. ack or Inadequate tools,	
	tools, equipment and	equipment and materials	
	materials for student	for student teachers to	
	teachers to have first-hand	have first-hand activity on	
	activity on for the	for the Generation,	
	Generation, Transmission	Transmission and	
	and Distribution of Electric	Distribution of Electric	
	Power.	Power.	
	e. Some student teachers	e. Some student teachers	
	may react negatively to	may react negatively to	
	may react negatively to the topic because they	may react negatively to the topic because they	
	may react negatively to	may react negatively to	
	may react negatively to the topic because they may find Action Research difficult to conceptualize.	may react negatively to the topic because they may find Action Research difficult to conceptualize.	
	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of	
	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male	
	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre-	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre-	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a 	
	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged 	
	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a 	
	<pre>may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as</pre>	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as 	
	<pre>may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female</pre>	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female 	
3.Planning for	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.)	may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.)	40
3.Planning for teaching learning	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.) 3.1. Ask tutors to read and 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.) 3.1. Read and discuss the 	40 mins
teaching, learning	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.) 3.1. Ask tutors to read and discuss the 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.) 3.1. Read and discuss the teaching/learning 	40 mins
-	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.) 3.1. Ask tutors to read and 	 may react negatively to the topic because they may find Action Research difficult to conceptualize. f. Stereotyping of woodwork as male occupation. (Show pre- recorded videos of persons who have overcome the gender and SEN stereotypes in the TVET, e.g. female and/or a physically challenged person working as a carpenter, a person with SEN working as dressmaker/tailor, female mechanics, engineers etc.) 3.1. Read and discuss the 	-

activit	ies for the	the Course manual in	their respective for	
lesson/s		their respective for	lesson 2, e.g. group	
	Reading and	lesson 2, e.g. group	discussions,	
ŕ	discussion of	discussions,	demonstrations,	
	the teaching	demonstrations,	hands-on activity,	
	and learning	hands-on activity,	Interactive lecture	
	activities	Interactive lecture	discussions,	
	Noting,	discussions,	Independent Study,	
	0.	Independent Study,	Work Based Leaning,	
	addressing, and		0.	
		Work Based Leaning,	field trips, Simulation	
	explaining	field trips, Simulation	etc.	
	areas where	etc.		
	tutors may	3.2. Lead tutors to identify	3.2. Identify and	
	require	and address areas that	address areas that may	
×	clarification	may require	require clarification,	
	Noting	clarification, e.g., how	e.g., how to organise a	
	opportunities	to organise field trips	field trip (industrial	
	for making	(industrial visit) as way	visit) as way of	
	explicit links	of teaching.	teaching.	
	to the Basic	How to organize Field	How to organize Field	
	School	<u>Trips</u>	<u>Trips</u>	
	Curriculum	Before the D-day	<u>Before the D-day</u>	
\succ	Noting	i. Identify the appropriate	i. Identify the appropriate	
	opportunities	site at least one	site at least one semester	
	for	semester ahead.	ahead.	
	integrating:	ii. Do the preliminary	ii. Do the preliminary	
	GESI	internal and external	internal and external	
	responsivene	correspondence. (This	correspondence. (This	
	ss and ICT	arrangement should be	arrangement should be	
	and 21 st C	tabled latest at the	tabled latest at the	
	skills	beginning of the	beginning of the semester	
\succ	Reading,	semester at the	at the Academic Board	
	discussion,	Academic Board	meeting and if necessary,	
	and	meeting and if	at the Council Meeting so	
	identification	necessary, at the	that adequate funding and	
	of continuous	Council Meeting so that	administrative support can	
	assessment	adequate funding and	be obtained. The Tutor	
	opportunities	administrative support	should never try to carry	
	in the lesson.	can be obtained. The	sole responsibility for a	
	Each lesson	Tutor should never try	field trip. Involve all	
	should	to carry sole	relevant College	
	include at	responsibility for a field	authorities including the	
	least two	trip. Involve all relevant	Dean of Student, HoDs and	
	opportunities	College authorities	staff, Domestic Bursar,	
	to use	including the Dean of	Chief Security, Chief Driver	
	continuous	Student, HoDs and staff,	(if it will involve travelling)	
	assessment	Domestic Bursar, Chief	and the Principal.	
1	assessment	Domestic Dursar, Chief	and the Ennerpai.	

-		1		l		1
	to support		Security, Chief Driver (if	iii.	Identify	
	student		it will involve travelling)		officer(s)/resource	
	teacher		and the Principal.		person(s) that will be	
	learning ,	iii.	Identify		the in-house tour guide	
	subject		officer(s)/resource		at the site.	
	specific		person(s) that will be	iv	Discuss the outline of	
	examples		the in-house tour guide		the lesson with him/her	
	•					
	should be		at the site.		indicating exactly what	
	provided for	iv.	Discuss the outline of		you expect your	
	SL/HoD		the lesson with him/her		students to learn.	
\triangleright	Resources:		indicating exactly what	٧.	Prepare your students	
	links to the		you expect your		(tell them the kind of	
	existing PD		students to learn.		preparation they need	
	Themes, for	v.	Prepare your students		(dressing, materials they	
	example,		(tell them the kind of		must carry or not carry,	
	action		preparation they need		tell them the nature of	
			(dressing, materials			
	research,		, <u>o</u> ,		the site and possible	
	questioning		they must carry or not		risks in the place, what	
	and to other		carry, tell them the		they should expect and	
	external		nature of the site and		look out for, internal	
	reference		possible risks in the		and external provision	
	material:		place, what they should		made for them, time of	
	literature, on		expect and look out for,		departure to and from	
	web, Utube,		internal and external		the College, etc.	
	physical		provision made for	vi.	Take or check	
	resources,		them, time of departure	•	attendance before	
	power point;		to and from the College,		departure to	
	how they		-		authenticate the	
	,		etc.			
	should be	vi.	Take or check		student teachers on the	
	used.		attendance before		board.	
	Consideratio		departure to	vii.	At the site do the	
	n needs to be		authenticate the		following:	
	given to local		student teachers on the	0	Take attendance and	
	availability		board.		be sure all student	
\succ	, Tutors should	vii.	At the site do the		teachers with whom	
	be expected		following:		you left college have	
	to have a		 Take attendance 		arrived safely on site.	
	plan for the		and be sure all		Be at hand to	
	•			0		
	next lesson		student teachers		emphasize salient	
	for student		with whom you left		points raised by your	
	teachers		college have arrived		on-site guide.	
			safely on site.	0	Prompt your students	
			 Be at hand to 		on relevant things to	
			emphasize salient		note/pictures to take	
			points raised by		/questions to ask, etc.	
			your on-site guide	0	At the end of the tour	
					review what was	
L		1		1		

 Prompt your students on relevant things to note/pictures to take /questions to ask, etc. At the end of the 	 taught and put all information into the right perspective. Take attendance to be sure every student teacher is on board before you take off
tour review what was taught and put all information into the right perspective	 back home. viii. Back at College do the following: Review the trip with students.
 Take attendance to be sure every student teacher is on board before you take off back home. 	 Let students write reports on the trip. Tutor writes a report to the Principal on the trip, etc.
viii. Back at College do the	
following:	
• Review the trip with	
students.	
 Let students write 	
reports on the trip.	
Tutor writes a report to the	
Principal on the trip, etc.	
3.3. Ask tutors to suggest and discuss other possible teaching and learning activities, e.g. Internet platform (Cloud Computing, WatsApp, and Telegram), industrial attachment, Power Point Presentation, etc.	3.3 Suggest and discuss other possible teaching and learning activities, e.g. Internet platform (Cloud Computing, WatsApp, and Telegram), industrial attachment, Power Point Presentation, etc.
3.4. Ask tutors to look out for links between lesson 2 and the Career Technology curriculum and how the delivery methods will enhance student teachers' performance	3.4 Look out for links between lesson 2 and the Career Technology curriculum and how the delivery methods will enhance student teachers' performance during their STS, e.g.,

during their STS, e.g.,	the relationship
the relationship	between finishes and
between finishes and	finishing and Abrasive
finishing and Abrasive	and sand paper in
and sand paper in	Technical and Visual art
Technical and Visual	related courses. Items
art related courses.	in lesson 2 as in Career
Items in lesson 2 as in	Technology (Designing
Career Technology	and making of
(Designing and making	artefacts/products).
of artefacts/products).	The applicability of
The applicability of	lesson 2 on Business
lesson 2 on Business	ideas and opportunities
ideas and	in Home Economics
opportunities in Home	and establishing and
Economics and	managing small
establishing and	business enterprise of
managing small	career technology.
business enterprise of	
career technology.	
3.5. Ask tutors to	3.5 Brainstorm and discuss
brainstorm and discuss	possible responses to
possible responses to	GESI, ICT and 21 st C skills
GESI, ICT and 21 st C	issues, in lesson 2, e.g.
skills issues, in lesson	a. Show pre-recorded
2, e.g. either,	videos of companies
a. Show pre-recorded	or/and persons who
videos of companies	have taken the
or/and persons who	initiative to protect and
have taken the	sustain the
initiative to protect and	environment through
sustain the	TVET activities
environment through	(Greening TVET),
TVET activities	b. Invite resource persons
(Greening TVET),	who have
b. Invite resource persons	demonstrated mastery
who have	over gender/SEN
demonstrated mastery	stereotyping in the
over gender/SEN	community, e.g., a
stereotyping in the	female/person with
community, e.g., a	SEN who is vested in
female/person with	data collection and
SEN who is vested in	analysis.
data collection and	d. Deliberately creating
analysis.	mixed ability groupings
unurysis.	as way of encouraging
	as way of encouraging

 d. Deliberately creating mixed ability groupings as way of encouraging all student teachers to sharpen their skills to the best of their abilities and also benefit from the collaborative strength of others to promote collaboration, leadership skills, cooperation (i.e., 21st C) etc. among student teachers, e. Asking student teachers to use their phones to surf the internet for new knowledge, etc. 	all student teachers to sharpen their skills to the best of their abilities and also benefit from the collaborative strength of others to promote collaboration, leadership skills, cooperation (i.e., 21 st C) etc. among student teachers, e. Asking student teachers to use their phones to surf the internet for new knowledge, etc.
 3.6. Ask tutors to read, identify and discus the continuous assessment opportunities in lesson 2, e.g., refer tutors to the NTEAP summary in PD session 1 above and focus their attention on subject portfolio and subject based projects considering the following critical issues; a) Emphasis should be placed on helping student teachers to: <i>i. settles on their</i> project topics and designs, <i>ii. assemble</i> appropriate tools and materials for the project 	3.6. Read, identify and discus the continuous assessment opportunities in lesson 2, e.g., refer tutors to the NTEAP summary in PD session 1 above and focus their attention on subject portfolio and subject based projects considering the following critical issues; a) Emphasis should be placed on helping student teachers to: <i>i. settles on their</i> <i>project topics and</i> <i>designs,</i> <i>ii. assemble</i> <i>appropriate tools</i> <i>and materials for</i> <i>the project</i> <i>iii. Look for and read</i> <i>literature related to</i> <i>the project, etc.</i>

	· · · · · · · · · · · · · · · · · · ·	
 iii. Look for and read literature related to the project, etc. b) Encouraging creative application of knowledge and skills, innovation, teamwork and relevant application of ICT tools and skills both in and out of class. c) Student teachers must be assisted at this stage to understand the concept and practice of Greening TVET. This will help them learn to act responsible towards 	 b) Encouraging creative application of knowledge and skills, innovation, teamwork and relevant application of ICT tools and skills both in and out of class. c) Student teachers must be assisted at this stage to understand the concept and practice of Greening TVET. This will help them learn to act responsible towards the environment. 	
the environment. NB. Tutors should encourage student teachers to develop PowerPoint presentation skills and other TLRs needed to support teaching and provide guidance.	NB. Tutors should encourage student teachers to develop power point presentation skills and other TLRs needed to support teaching and provide guidance.	
3.7 Guide tutors to identify TLRs or/and other resources needed to support the learning of lesson 2, <i>e.g. internet</i> facility, library laptop/mobile phones, charts, Interactive boards, text books, projectors, smart boards studio, workshops, forging tools and accessories, and Sketch pads, NTS/NTECF, NTEAP, a link on how: Cut Lists	3.7 identify TLRs or/and other resources needed to support the learning of lesson 2, e.g. internet facility, library laptop/mobile phones, charts, Interactive boards, text books, projectors, smart boards studio, workshops, forging tools and accessories, and Sketch pads, NTS/NTECF, NTEAP, a link on how: Cut Lists Explained - Cabinet	

	Explained - Cabinet Solutions Software - YouTube etc.	<u>Solutions Software -</u> YouTube etc.	
	3.8. Make sure everybody has a concrete plan for teaching lesson 2.	3.8 Discuss verbally your teaching plans for lessons 2 with the whole group.	
4. Evaluation and review of session:	4.1. Remind tutors to invite critical friends from the same or related	4.1. Invite critical friends from the same or related discipline to	15 mins
 Tutors should Identifying critical friends to observe lessons 	discipline to observe them as they teach lesson 2 in class and provide feedback.	observe them as they teach lesson 2 in class and provide feedback.	
 and report at next session 2. Identifying and addressing any outstanding 	4.2. Ask tutors if there are any unresolved issues to be discussed.	4.2. Are there any outstanding issues relating to lesson 2 for clarification.	
issues relating to the lesson/s for clarification	4.3. Ask tutors to read lesson 3 before the next PD session.	4.3. Read lesson 3 before the next PD session.	

Tutor PD Session 3

Age Level: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 3 in the Course M	1anual
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Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	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
bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course			
manual/s.			
1 Introduction to	Ice Breaker	Ice Breaker	20 mins
 the session ➢ Review prior learning ➢ A critical friend to share findings for a short discussion and lessons learned ➢ Reading and 	To warm up the group for this session the group, ask tutors to name one role model (person) in their area of practice and why this personality is their role model.	Name your role model in your area of practice and state why this personality is your role model.	
discussion of the introductory sections of the lesson up to and including	1.1 Using think-pair -share, ask tutors to reflect on previous PD Session 2 with the whole group.	1.1 Reflect on the previous PD session with the whole group.	
 learning outcomes and indicators ➢ Overview of content and identification of 	1.2 Ask critical friends to report their observation of the previous lesson to the whole group.	1.2 Critical friends report their observation of previous lesson to the whole group.	
any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should	1.3 Ask tutors to read and discuss introductory sections of the lessons and including learning	1.3 Read and discuss introductory sections of the lessons and including learning	

identify, address	outcomes and	outcomes and
and provide	indicators.	indicators.
<i>explanations</i> for any	NB:	NB:
areas where tutors	The discussion must be	The discussion must be
might require	based on the different	based on the different
U		
clarification on an	topics in lesson 3 in the	topics in lesson 3 in the
aspect of the lesson.	following TVET domains:	following TVET domains:
SL/HoD take	Agriculture:	Agriculture:
feedback to gauge	i. Small project in fish	i. Small project in fish
understanding and	production	production
support tutor	ii. Definition/Specifica	ii. Definition/Specificat
engagement.	tion/Investigation	ion/Investigation of
NB SL/HoD should	of the Agriculture	the Agriculture
ask tutors to plan	Problem	Problem
for their teaching as	Technical:	Technical:
they go through the	i. Scaled modelling	i. Scaled modelling
PD session	and manufacturing	and manufacturing
	process for artefact	process for artefact
	ii. Parts of Centre Lath	ii. Parts of Centre Lath
	machine	machine
	iii. Timber as the main	iii. Timber as the main
	material in the	material in the
	woodworking	woodworking
	industry – types of	industry – types of
	timber and their	timber and their
	uses, and cross	uses, and cross
	section of timber	section of timber
	iv. Generation,	iv. Generation,
	Transmission and	Transmission and
	Distribution of	Distribution of
	Electric Power	Electric Power
	Home Economics:	Home <i>Economics</i> :
	i. Reasons for Setting	i. Reasons for Setting
	up a Home	up a Home
	Economics	Economics
	Enterprise	Enterprise
	ii. Design Creation in	ii. Design Creation in
	Clothing and	Clothing and Textiles
	Textiles	Visual Arts:
	Visual Arts:	i. Professional Ethics
	i. Professional Ethics	and Practices in
	and Practices in	Visual Arts studios
	Visual Arts studios	(Leather Work,
	(Leather Work,	Basketry, Jewellery
	Basketry, Jewellery	and Bead Making,
	and Bead Making,	Pottery and
		Ceramics)

	Pottery and	ii.	Definition/Specificat	
	Ceramics)		ion/Investigation of	
ii.	Definition/Specifica		the Problems in	
	tion/Investigation		Visual Arts	
	of the Problems in Visual Arts			
	visual Alts			
	Ask tutors to		entify important or	
	idually identify		stinctive features of	
	rtant or distinctive	th	e topics in lesson 3;	
	res of the topics in			
lesso	•	Annin		
-	s ulture : Scientific	Agricu	Scientific	
i.	approaches to	i.		
	solving agriculture		approaches to solving agriculture	
	problems		problems	
ii.	Identification of	ii.	Identification of fish	
".	fish production	".	production	
	problems		problems	
iii.	Identification of	iii.	identification of	
	problem when		problem when	
	conducting		conducting	
	Agriculture project		Agriculture project	
Hom	e Economics:	Home	Economics:	
i.	Factors to consider	i.	Factors to consider	
	when setting up		when setting up	
	business		business	
ii.	Skills needed for	ii.	Skills needed for	
	setting up Home		setting up Home	
	Economics		Economics	
	enterprise: clothing		enterprise: clothing	
	and textiles, Home		and textiles, Home	
	management, food		management, food	
	and Nutrition, Child		and Nutrition, Child	
	Development and		Development and	
	Care.		Care.	
iii.	Reasons for Setting	iii.	Reasons for Setting	
	up a Home		up a Home	
	Economics		Economics	
	Enterprise: (follow		Enterprise: (follow	
	your passions,		your passions,	
	support others,		support others,	
	achieve financial		achieve financial	
	independence, etc.)		independence, etc.)	

1		1		
iv.	Sketching garments	iv.	Sketching garments	
	and clothing		and clothing designs	
	designs	٧.	Methods for	
v.	Methods for		designing/ creating	
	designing/ creating		and collection of	
	and collection of		dress catalogues	
	dress catalogues.			
Techr	-	Techn	ical:	
i.	Scaled-	i.	Scaled-	
	Down Models –		Down Models- the	
	physical		physical properties	
	properties which		which must	
	must be scaled are;		be scaled are;	
	geometry, time,		geometry, time,	
	force, and rheology		force, and rheology	
ii.	Various species of	ii.	Various species of	
	timber used in		timber used in	
	woodwork		woodwork	
iii.	Cross section of	iii.	Cross section of	
	timber		timber	
iv.	Renewable and non-	iv.	Renewable and non-	
	renewable electrical		renewable electrical	
	power transmission.		power transmission.	
v.	Functions of the	v.	Functions of the	
	parts of the centre		parts of the centre	
	lathe machine.		lathe machine.	
Visua	l Arts:	Visual	Arts:	
i.	Concept of	i.	Concept of	
	Professional ethics		Professional ethics	
	and Professional		and Professional	
	practice (Leather		practice (Leather	
	Work, Basketry,		Work, Basketry,	
	Jewellery and Bead		Jewellery and Bead	
	Making, Pottery		Making, Pottery and	
	and Ceramics)		Ceramics)	
	Identification of		Identification of	
ii.		ii.		
	challenges found in		challenges found in	
	teaching practice,		teaching practice,	
	the community or		the community or in	
	in the nation.		the nation.	
1.5. A	sk tutors to		ainstorm on prior	
b	rainstorm prior	kr	nowledge of student	
k	nowledge of student	te	achers that will	
t	eachers that will	ad	ctivate effective	
fa	acilitate effective	le	arning of lesson 3,	
I				

	· · · ·
learning of lesson 3,	e.g., student teachers
e.g., student teachers	have studied the
have studied the	following:
following:	Agriculture
Agriculture	a. Identification of the
a. Identification of the	Problem. (to
Problem. (to	demonstrate
demonstrate	knowledge and
knowledge and	ability to identify
_	
ability to identify	viable problems
viable problems	community).
community).	b. small project in
b. small project in	animal production.
animal production.	(To demonstrate
(To demonstrate	knowledge and skills
knowledge and	of solving animal
skills of solving	production
animal production	problems)
problems)	Home Economics:
Home Economics:	c. Enterprise
c. Enterprise	Management in
Management in	Home Economics
Home Economics	and
and	d Product
d Product	
	Development and Action Research in
Development and	
Action Research in	Home Economics
Home Economics	Technical
Technical	e. Hand Forging as in
e. Hand Forging as in	metal and
metal and	Automotive III,
Automotive III,	f. Problem
f. Problem	Identification,
Identification,	Design brief, and
Design brief, and	Analysis as in the
Analysis as in the	Final Project work,
Final Project work,	g. Plastic materials for
g. Plastic materials for	Woodwork as in
Woodwork as in	Woodwork
Woodwork	Technology iii
	h. Introduction to
Technology iii	
h. Introduction to	Generation and
Generation and	Distribution of
Distribution of	Electric Power as in
Electric Power as in	Power Generation,
Power Generation,	Transmission and
	Domestic, etc.

	Transmission and	Visual Acts
	Domestic, etc.	i. Functions of
	visual Acts	Museums and
	Functions of	Galleries as it
	Museums and	pertains to basketry,
	Galleries as it	Ceramics, Jewellery
	pertains to	and Bead Making,
	basketry,	Leatherwork as well
	Ceramics,	as Sculpture and
	Jewellery and	k. The Concept of
	Bead Making,	Educational Action
	Leatherwork as	Research
	well as Sculpture	
	and	
	k. The Concept of	
	Educational	
	Action Research	
	1.6 Ask tutors to outline	1.6 Outline any possible
	any possible	challenging areas in
	challenging areas in	lesson that may require
	lesson that may	clarification
	require clarification.	
As this course is	1.7 Ask tutors to discuss	1.7 Discuss how to help/
dealing with	how to help/ support	support student
supporting and or	student teachers write	teachers write clearly
assessing the	clearly their Problem	their Problem
Professional	Statement and	Statement and
Teaching Portfolio	Literature Review	Literature Review
Development,	problems. Ref. Year 3	problems. Ref. Year 3
Classroom Enquiry	Semester 2 STS page	Semester 2 STS page
and Action	114-117.	114-117.
Research Project		
Report writing,	1.8 Ask tutor to discuss	1.8 Discuss the possible
tutors need to be	possible challenges	challenges extended
provided with	extending teachers or	teachers or beginning
guidance on what	beginning teachers	teachers may face on
to do including	may face on the field	the field , e.g.
organisation of Post	of work , e.g.	
Internship Seminar.	Problems extending	Problems extended
	teachers or beginning	teachers or beginning
	teachers may face: i. Lack of facilities in	teachers may face: i. Lack of facilities in
	practicing school. ii. Poor method of	practicing school. ii. Poor method of
	teaching by their	teaching by their
	mentors.	mentors.
	mentors.	mentors.

	 iii. Ineffective usage of teaching aids. iv. Inability to differentiate between the needs of the individual child. NB. Ask tutors to provide guidance to extending teachers on these issues. 	 iii. Ineffective usage of teaching aids. iv. Inability to differentiate between the needs of the individual child and. 	
	 1.9 Ask tutors to discuss possible guidance they could provide to the student teachers on Project Report Writing/project realisation. Assist student teachers plan and organize the activities and materials Guide student teachers to activity 	 1.9 Discuss the possible guidance they could provide to the student teachers on Project Report Writing/project realisation. i. Assist student teachers plan and organize the activities and materials ii. Guide student teachers to keep 	
	teachers to keep to the plan schedule and manage their time. iii. Guide student teachers to follow the safety procedures when producing the project artefacts	to the plan schedule and manage their time. iii. Guide student teachers to follow the safety procedures when producing the project artefacts	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give	artefacts 1.10 Lead tutors to list and try their hands at ICT tools that beginning teachers can use to collect data to write their project works and also plan their lessons. <i>e.g., google forms,</i> <i>monkey survey, etc.</i>	1.10 List and try your hands at ICT tools that beginning teachers can use to collect data to write their project works and also plan their lessons. <i>e.g.,</i> google forms, monkey survey, etc.	

remard for CESI CCI	1.11 Ask tutors to discuss	1 11 Discuss the help or	
regard for GESI, CCI,		1.11 Discuss the help or	
ICT etc.	the help or support	support they can give	
	they can give to	to extending teachers	
	extending teachers to	to handle GESI and CCI	
	handle GESI and CCI	issues during their	
	issues during their	transition period	
	transition period		
	e.g.	e.g.	
	GESI issue	GESI issue	
	High-lighting the following	High-lighting the following	
	i. Prejudices of	iv. Prejudices of society	
	society about	about teaching as a	
	teaching as a poor	poor profession,	
	profession,	v. Traditional beliefs	
	ii. Traditional beliefs	and barriers	
	and barriers	affecting inclusion,	
	affecting inclusion,	vi. Strategies for	
	iii. Strategies for	promoting inclusion	
	promoting	education	
	inclusion education	Cross-cutting issues (CCI).	
	Cross-cutting issues (CCI).	iv. Community entry	
	i. Community entry	skills	
	skills	v. Adjusting to the	
	ii. Adjusting to the	conditions in the	
	conditions in the	new station through	
	new station	empowerment of	
	through	the vulnerable,	
	empowerment of	enforcing equity,	
	the vulnerable,	equality and	
	enforcing equity,	inclusion, becoming	
	equality and	an example of social	
	inclusion, becoming	accountability, etc.,	
		• • • •	
	an example of	maintaining effective	
	social	Communication, with your	
	accountability, etc.,	learners and peers on staff	
	iii. maintaining		
	effective		
	Communication,		
	with your learners		
	and peers on staff		
2 Concept	2.1 Lead tutors to discuss	2.1 Discuss the new	15 mins
Development (New	the new concept(s)	concepts introduction	
learning likely to	introduced in the	of the lesson,	
arise in lesson/s) :	lesson, e.g.	e.g.	
Identification	i. Innovation in	i. Innovation -	
and discussion of	entrepreneursh	creating new	
new learning,	ip - creating	ideas, new	

notontial	nou ideas nou	product
potential	new ideas, new	product
barriers to	product	development
learning for	development	through
student teachers	through	research and
or students, new	research and	development or
concepts or	development or	improving
pedagogy being	improving	existing
introduced in	existing	services/product
the lesson,	services/produc	. This is applied
which need to	t. This is applied	in setting up
be explored with	in setting up	Business in
the SL/HoD	Business in	Home
NB The guidance for	Home	Economics and
SL/HoD should set	Economics and	Design and
out what they need	Design and	Realisation in
to do to introduce	Realisation in	Technical
and explain the	Technical	Programme.
issues/s with tutors,	Programme.	ii. Ethical
they should take	ii. Ethical	guidelines for
feedback to gauge	guidelines for	arts
understanding and	arts	practitioners
support tutor	practitioners	and arts sector
	and arts sector	iii. Scaled Modelling
engagement.	iii. Scaled Modellin	iv. Smart or modern
	g in Greenter	material in
	iv. Smart or	woodwork
	modern	industry.
	material in	v. Scientific
	woodwork	approaches in
	industry	Agricultural
	v. Scientific	problems, etc.
	approaches in	
	Agricultural	
	problems, etc.	
	2.2 Ask tutors to be in	2.2 In pairs, discuss
	pairs and discuss	misconceptions and
	misconceptions and	potential barriers in
	potential barriers in	teaching and assessing
	teaching and assessing	lesson 3.
	lesson 3.	e.g.
	e.g.	i. The semester is
	i. The semester is	quite early yet
	quite early yet	for any
	for any	meaningful
	meaningful	progress in the
	incaring u	
		project work

			ı
	progress in the project work ii. Lack of incentives or rewards for student teachers who excel in TVET areas. iii. Misconceptions to the effect that only some particular people or ethnicity can succeed in business.	 ii. Lack of incentives or rewards for student teachers who excel in TVET areas. iii. Misconceptions to the effect that only some particular people or ethnicity can succeed in business. 	
3.Planning for	3.1. Lead tutors to discuss	3.1. Discuss the suggested	40 mins
teaching, learning	the suggested	pedagogies for teaching the	
and assessment	pedagogies for	concepts in lesson 3 as in	
activities for the	teaching the concepts	the course manual. (Refer	
lesson/s	in lesson 3 as in the	Course Manual)	
Reading and	course manual. (Refer	E.g.	
discussion of the	Course Manual)	Face to face, talk for	
teaching and	E.g.	learning strategies	
learning activities	Face to face, talk	(discussion, Think-Pair-	
 Noting, addressing and 	for learning	Share), small group	
addressing, and	strategies	work, whole group	
explaining areas where tutors	(discussion, Think- Pair-Share), small	discussion, Practical Activity), e-learning	
may require	group work, whole	opportunities,	
clarification	group discussion,	brainstorming, etc.	
 Noting 	Practical Activity),		
opportunities for	e-learning		
making <i>explicit</i>	opportunities,		
links to the Basic	brainstorming, etc.		
School			
Curriculum	3.2. Ask tutors to identity	3.2. Identify assessment	
Noting	assessment	components in the lesson	
opportunities for	components in the	and compare them with the	
integrating: GESI	lesson and compare	NTEAP, e.g., using jury,	
responsiveness	them with the NTEAP,	peer-assessment, self-	
and ICT and 21 st	e.g., using jury, peer-	assessment, tutor	
C skills	assessment, self-	assessment to assess	
 Reading, discussion, and 	assessment, tutor assessment to assess	portfolio, subject project, independence learning, etc.	
identification of	portfolio, subject		
		1	

		1
continuous	project, independence	
assessment	learning, etc.	
opportunities in		
the lesson. Each	3.3. Lead tutors to discuss	3.3. Discuss assessment
lesson should	assessment	opportunities in the
include at least	opportunities in the	course manual that can
two	course manual that	be used to support
opportunities to	can be used to support	student teachers
use continuous	student teachers	during their STS
assessment to	during their STS	sessions as well as
support student	sessions as well as	provide feedback to
teacher learning ,	provide feedback to	the tutor, i.e.,
subject specific	the tutor, i.e.	assessment for
examples should	assessment for	learning (AFL),
be provided for	learning (AFL),	assessment as learning
SL/HoD	assessment as learning	(AAL), etc. Refer
Resources: links	(AAL), etc. Refer	summary of NTEAP in
to the existing PD	summary of NTEAP in	PD Session 1(1.8.)
Themes, for	PD Session 1(1.8.)	
example, action		
research,	3.4. Ask tutors to list any	3.4 Identify the links
questioning and	linkages between	between lesson 3 and
to other external	lesson 3 and the Basic	the Basic Design and
reference	Design and	Technology curriculum
material:	Technology curriculum	in the JHS. Refer to the
literature, on	in the JHS. Refer to the	TVET course manual in
web, Utube,	TVET course manual in	the various domains,
physical	the various domains.	e.g. Example of lesson
resources, power	Example of lesson 3's	3's linkage with the JHS
point; how they	linkage with the JHS	Basic Design and
should be used.	Basic Design and	_
Consideration	Technology	Technology curriculum,
needs to be		e.g. a. STRAND 6:
given to local	curriculum, e.g. a. STRAND 6:	
U		Entrepreneurial Skills
availability	Entrepreneurial	Sub-Strand 2:
Tutors should be	Skills Sub-Strand 2:	Establishing and
expected to have	Establishing and	Managing a Small
a plan for the	Managing a Small	Business Enterprise
next lesson for	Business Enterprise	b. STRAND 2: Materials
student teachers	b. STRAND 2:	for Production
	Materials for	Sub-Strand: Smart
	Production	and Modern
	Sub-Strand: Smart	Material
	and Modern	·
	Materials	

 I		
3.5. Lead tutors to point	3.5. Lead tutors to point out	
out GESI responsive	GESI responsive	
activities in lessons 3	activities in lessons 3 in	
in the Course manual	the Course manual and	
and discuss how they	discuss how they will	
will apply them in	apply them in their	
their lessons.	lessons, e.g.	
e.g.	a. Figure out the best	
a. Figure out the best	collaborative	
collaborative	activities that will	
activities that will	ensure that the	
ensure that the	student teachers	
student teachers	work together and	
work together and	encourage mixed	
encourage mixed	ability and gender	
-		
ability and gender	groups as it may	
groups as it may	apply to perform	
apply to perform	practical activity,	
practical activity,	b. Provide support for	
b. Provide support for	each student teacher	
each student	to attain their full	
teacher especially	potential	
the vulnerable	c. Show fairness in the	
including those with	treatment of all	
SEN to attain their	student teachers	
full potential	irrespective of	
c. Show fairness in the	gender, religion,	
treatment of all	ethnic, socio-	
student teachers	economic standing,	
irrespective of	and	
gender, religion,	d. Respect the views of	
ethnic, socio-	student teachers,	
economic standing,	ensure equal rights	
and	and provide	
d. Respect the views	opportunities.	
of student teachers,		
ensure equal rights		
and provide		
opportunities.		
3.6. Ask tutors identify ICT	3.6. identify ICT and 21 st C	
and 21 st C skills in the	skills in the lesson that	
lesson that can be	can be integrated in the	
integrated in the	lesson, e.g. and	
lesson, e.g. and	demonstrate in pairs	
demonstrate in pairs	how they can be used	
	in class, e.g.,	

how they can be used	Use an appropriate
in class, e.g.,	ICT tool such as
Use an appropriate	Google Form and
ICT tool such as	SPSS as an
Google Form and	assessment and
SPSS as an	analytical tool.
assessment and	
analytical tool.	
3.8 Ask tutors to list and	3.8. List and discuss the
discuss the needed	needed resources for
resources for the	the teaching and
teaching and learning	learning of the
of the concepts in	concepts in lesson 3,
lesson 3, e.g.	e.g.
a. Centre lathe	a. Centre lathe machine
machine and	and accessories,
accessories,	Electrical and
Electrical and	electronic accessories
electronic	(wires, Amplifiers,
accessories (wires,	Switches, Sockets,
Amplifiers,	lamp holders, etc.)
Switches, Sockets,	Braille, Scanner and
lamp holders, etc.)	Embosser for Sign
Braille, Scanner and	language, YouTube,
Embosser for Sign	Design studio,
language, YouTube,	Internet facility,
Design studio,	laptop/
Internet facility,	computer/PCs, JHS
laptop/	Career Technology
computer/PCs, JHS	curriculum
Career Technology	b. YouTube Video on
curriculum	Small materials
b. YouTube Video on	<u>https://www.youtub</u>
Small materials	<u>e.com/watch?v=5s6-</u>
<u>https://www.youtu</u>	<u>1uREV4A</u>
<u>be.com/watch?v=5</u>	c. YouTube Video on
<u>s6-1uREV4A</u>	Innovation (Product
c. YouTube Video on	and Process) in
Innovation (Product	entrepreneurship
and Process) in	https://www.youtub
entrepreneurship	<u>e.com/watch?v=BbU</u>
<u>https://www.youtu</u>	<u>E9Fco5Nc</u>
<u>be.com/watch?v=B</u>	
<u>bUE9Fco5Nc</u>	

	Evaluation and view of session:	4.1 Ask tutors to name one critical friend to	4.1 Name a critical friend to observe your lesson and	15 mins
4	Tutors should Identifying critical friends to observe lessons and report at	observe their lesson and report the outcome at next PD session.	report the outcome at next PD session.	
5	next session Identifying and addressing any outstanding issues relating to	4.2 Allow tutors to raise any outstanding issues relating to lesson 3 that need clarification.	4.2 Raise any outstanding issues in lesson 3 that needs clarification.	
	the lesson/s for clarification	4.3 Ask tutors to read the course manuals in preparation for PD session4	4.3 Read the course manuals in preparation for PD session 4.	

PD Se	ection 4			
Age L	Level: JHS			
Name	e of Subject: TVET			
	-	tor PD Session for Lesson 4 in th	e Course Manual	1
	s: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time
-	ts provide the	the session. What the	Activity during the PD	in
	e for what is to	SL/HoDs will have to say	Session. What PD Session	session
	one in the	during each stage of the	participants (Tutors) will do	
	on. The SWL	session	during each stage of the	
	Id use the bullets ide what they		session.	
-	e for the SL/HoD			
	utors to do and			
	uring each			
	on. Each bullet			
	s to be			
addre	essed and			
•	fic reference			
	ld be made to			
	ourse manual/s.			
_	roduction to the	1.1 Ask tutors to reflect and	1.1 Reflect and share how	20
sessio	-	share how PD session 3	PD session 3 influenced	mins
	eview prior	influenced their teaching	your teaching over the	
	earning critical friend to	over the past week.	past week.	
	hare findings for	1.2 Ask the critical friend (from	1.2 Share your observation	
	short discussion	TVET domain) to share	of the teaching of	
	nd lessons	his/her observation on the	Lesson 3.	
	earned	teaching of Lesson 3.	Example: how did the	
	eading and	Example: how did the	pedagogy used	
	iscussion of the	pedagogy used influence	influence the	
in	ntroductory	the performance of both	performance of both	
	ections of the	female and male student	female and male	
	esson up to and	teachers in the use of	student teachers in the	
	ncluding learning	laptops for data analysis	use of laptops for data	
	utcomes and	and use of cutting tools?	analysis and use of	
	ndicators		cutting tools?	
	overview of ontent and	1.2 Ask tutors in hurz groups	1.3 Read and discuss	
	dentification of	1.3 Ask tutors in buzz groups to read and discuss	introductory sections of	
	ny distinctive	introductory sections of	lesson 4 including	
	spects of the	lesson 4 including learning	learning outcomes and	
	esson/s,	outcomes and indicators,	indicators,	
	he guidance for	For example:	For example:	
	oD should	a. Is there any link among	a. Is there any link among	
ident	ify, address and	the Los and Lis of the	the Los and Lis of the	
provi	de explanations	lesson?	lesson?	

f	h la than a start		
for any areas where	b. Is there any relevant	b. Is there any relevant	
tutors might require	RPK of students?	RPK of students?	
clarification on an	Are the Los and LIs	Are the Los and LIs	
aspect of the lesson.	achievable? etc.	achievable? etc.	
SL/HoD take feedback	Note: Refer to the various		
to gauge	TVET course manuals	Note: Refer to the	
understanding and		various TVET course	
support tutor		manuals	
engagement.	1.4 Ask tutors to identify		
NB SL/HoD should ask	important or distinctive	1.4 Identify important or	
tutors to plan for their	features of lesson 4 in their	distinctive features of	
teaching as they go	various TVET course	lesson 4 in your TVET	
through the PD	manuals.	course manuals.	
session	Example	Example	
	The special features imbed in	The special features imbed	
	all the TVET domain below are;	in all the TVET domain	
	exploration, creativity and	below are; exploration,	
	innovation.	creativity and innovation.	
	Agriculture:	Agriculture:	
	a. Finding Possible	a. Finding Possible	
	Solutions, (Design of	Solutions, (Design of	
	Experiment)	Experiment)	
	b. Small project in	b. Small project in	
	agricultural	agricultural	
	mechanization	mechanizations.	
	Home Economics	Home Economics	
	c. Costing, Pricing and	c. Costing, Pricing and	
	Record Keeping: The	Record Keeping: The	
	importance of costing	importance of	
	and pricing	costing and pricing	
	d. Design Creation in	d. Design Creation in	
	Clothing and Textiles:	Clothing and	
	Factors influencing	Textiles: Factors	
	clothing designing	influencing clothing	
		designing	
	Tachnical	Tachnical	
	Technical	Technical	
	e. Testing and evaluation of	e. Testing and	
	an artefact	evaluation of an	
	f. Centre lathe cutting tools	artefact	
	g. Distribution of Electric	f. Centre lathe cutting	
	Power	tools	
	h. Thinner, Lacquer and	g. Distribution of	
	Varnish	Electric Power	

	1	1
	activities in NTS with mentors and STS partners to improves personal and professional development of student teachers through lifelong learning and Continuous Professional Development (post internship seminar Refer NTS 1b, 1a, 1c, 1d, 2a	activities in NTS with mentors and STS partners to improves personal and professional development of student teachers through lifelong learning and Continuous Professional Development (post internship seminar Refer NTS 1b, 1a, 1c, 1d, 2a
	 1.7 Discuss with tutors the various ways to support students in Action Research Project Report Writing Example; Identifying a problem/topic, setting objectives, methods to use to gather data, and analysing their data, interpretation of pre and post intervention marks etc. Note: refer to STS hand book and guide them to use the internet. 	1.7 Discuss with tutors the various ways to support students in Action Research Project Report Writing Example; Identifying a problem/topic, setting objectives, methods to use to gather data, and analysing their data, interpretation of pre and post intervention marks etc. Note: refer to STS hand book and guide them to use the internet
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.7 Ask tutors to brainstorm ways this lesson can be used to support beginning teachers towards smooth transition whilst considering <i>GESI, CCI and</i> <i>ICT, etc.</i> <i>Refer to STS Pg. 33</i> <i>Example: this lesson in the</i> <i>various domains</i> <i>involves problem</i> <i>solving: in Agriculture,</i> <i>students teachers will</i> <i>use their knowledge in</i> <i>designing experiments</i> <i>and mechanization of</i>	1.7 Brainstorm ways by which this lesson can be used to support beginning teachers towards smooth transition whilst considering <i>GESI, CCI</i> and ICT etc. Refer to STS Pg 33 Example: this lesson in the various domains involves problem solving: in Agriculture, students teachers will use their knowledge in

Development (New learning likely to arise in lesson/s):and discuss the new concepts in lesson 4.the new concepts in lesson 4.minsIdentification and discussion of new learning, potential barriers toand discuss the new concepts in lesson 4.the new concepts in lesson 4.minsDevelopment (New concepts in lesson 4.Examplelesson 4.minsIdentification and discussion of new learning, potential barriers toand discuss the new concepts in lesson 4.ExampleandIdentifying viable define it properly, providing solid evidenceand define it properly, providing soliddefine it properly, providing soliddefine it properly, providing soliddefine it properly, providing solid		small farms, Home Economics, student teachers will apply the lessons in Costing, Pricing and Record Keeping: and in Technical the student teachers will apply their knowledge in Designing and Creation as well as use of tools while in Visual student teachers will apply ideas from Conceptualization, Ideation and the Design Process to challenges they are likely to face at their new stations. In dealing with these challenges, both males and females should participate in community work as has been demonstrated in class. They should also be aware sexual harassment laws and comply with, etc.	designing experiments and mechanization of small farms, Home Economics, student teachers will apply the lessons in Costing, Pricing and Record Keeping: and in Technical the student teachers will apply their knowledge in Designing and Creation as well as use of tools while in Visual student teachers will apply ideas from Conceptualization, Ideation and the Design Process to challenges they are likely to face at their new stations. In dealing with these challenges, both males and females should participate in community work as has been	
in lesson/s) :ExampleExample> Identification and discussion of new learning, potential barriers toa. Identifying viable educational projects, define it properly, providing solid evidencea. Identifying viable educational projects, define it properly, providing solid	2 Concert	2.1 Ack tutors to identify	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc.	15
 Identification and discussion of new learning, potential barriers to a. Identifying viable a. Identifying viable barriers to 			demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in	15 mins
discussion of neweducational projects,educational projects,learning, potentialdefine it properly,define it properly,barriers toproviding solid evidenceproviding solid	Development (New learning likely to arise	and discuss the new concepts in lesson 4.	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4.	
barriers to providing solid evidence providing solid	Development (New learning likely to arise in lesson/s) :	and discuss the new concepts in lesson 4. <i>Example</i>	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4. Example	
	Development (New learning likely to arise in lesson/s) : > Identification and	and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable	
learning for 1 and/or data to prove that 1 ovidence and/or data	 Development (New learning likely to arise in lesson/s) : ➢ Identification and discussion of new learning, potential 	and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable educational projects, define it properly,	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable educational projects, define it properly,	
	 Development (New learning likely to arise in lesson/s) : ➢ Identification and discussion of new learning, potential barriers to 	and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable educational projects, define it properly, providing solid evidence	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4. Example a. Identifying viable educational projects, define it properly, providing solid	
or students, new exists problem actually to prove that the	 Development (New learning likely to arise in lesson/s) : ➢ Identification and discussion of new learning, potential barriers to learning for 	and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable educational projects, define it properly, providing solid evidence and/or data to prove that	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4. Example a. Identifying viable educational projects, define it properly, providing solid evidence and/or data	
concepts or concep	 Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning, potential barriers to learning for student teachers 	and discuss the new concepts in lesson 4. <i>Example</i> a. Identifying viable educational projects, define it properly, providing solid evidence and/or data to prove that the problem actually	demonstrated in class. They should also be aware sexual harassment laws and comply with, etc. 2.1 Identify and discuss the new concepts in lesson 4. Example a. Identifying viable educational projects, define it properly, providing solid evidence and/or data to prove that the	

pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.	 b. Distinguish between the types of cost and identify the importance of costing and pricing. (NTS, p.14, 3j; NTS p.19, 2c; NTS p.26, 3j; NTECF, p.29) c. Scaled Modelling Manufacturing process for Artefacts Testing and Distinguish between the types of cost and identify the importance of costing and pricing. (NTS, p.14, 3j; NTS p.19, 2c; NTS p.26, 3j; NTECF, p.29) d. Scaled Modelling Manufacturing process for Artefacts e. Testing and Evaluation f. solving problems 	 b. Distinguish between the types of cost and identify the importance of costing and pricing. (NTS, p.14, 3j; NTS p.19, 2c; NTS p.26, 3j; NTECF, p.29) c. Scaled Modelling Manufacturing process for Artefacts Testing and Distinguish between the types of cost and identify the importance of costing and pricing. (NTS, p.14, 3j; NTS p.19, 2c; NTS p.26, 3j; NTECF, p.29) d. Scaled Modelling Manufacturing process for Artefacts e. Testing and Evaluation f. solving problems 	
	relative to Leather Work and the visual arts as a whole.	relative to Leather Work and the visual arts as a whole.	
	 2.2 Ask tutors to identify and discuss potential barriers to teaching and learning of lesson 4, Example; stereotyping of the use and operation of machines as masculine and not feminine this couple by the hazards associated with Lethe cutting tools may cause fear among some students; Inadequate standards of products may bring about difficulty in pricing products; 	2.2. Identify and discuss potential barriers to teaching and learning of lesson 4, Example; stereotyping of the use and operation of machines as masculine and not feminine this couple by the hazards associated with Lethe cutting tools may cause fear among some students; Inadequate standards of products may bring about difficulty in pricing products; Some people may find Action Research difficult to conceptualize, etc.	

	Some people may find		
	Action Research difficult	Note: Tutors should	
	to conceptualize, etc.	encourage females and	
		SEN students to take active	
	Note: Tutors should	part in all activities just as	
	encourage females and	the males.	
	SEN students to take	Tutors may also	
	active part in all activities	organise a community	
	just as the males.	walk to interact with	
	Tutors may also organise	female and persons	
	a community walk to	with SEN performing	
	interact with female and	TVET activities as well	
	persons with SEN	as guiding Home	
	performing TVET	Economics student	
	activities as well as	teachers through the	
	guiding Home Economics	walk to locate	
	student teachers through	products that are	
	the walk to locate	standardise to help	
	products that are	them develop pricing	
	standardise to help them	skills.	
	develop pricing skills.	Tutors provide	
	Tutors provide systematic	systematic guide to	
	guide to student teachers	student teachers on	
	on the conduct of their	the conduct of their	
	action research.	action research.	
3.Planning for	3.1 Ask tutors to list the	3.1 List pedagogies for	40
teaching, learning	pedagogies for the	the lesson 4	mins
and assessment	lesson 4	Example; face –to face,	
activities for the	Example; face-to face,	demonstration/Simulation,	
lesson/s	demonstration/Simulation,	discussion, Think-Pair-	
Reading and	discussion, Think-Pair-	share, brainstorming,	
discussion of	share, brainstorming,	questioning, jury, etc.	
the teaching	questioning, jury, etc.		
and learning			
activities	3.2. Ask tutors to read and	3.2. Read and discuss some	
 Noting, addressing 	discuss some of the	of the teaching and	
addressing,	teaching and learning	learning activities in	
and explaining areas where	activities in lesson 4	lesson 4	
	Example group work, whole class discussions,	Example group work, whole class discussions,	
tutors may require	think, pair and share,		
clarification	independent study, data	think, pair and share, independent study,	
 Noting 	collection pre video	data collection pre	
opportunities	recording etc.	video recording etc.	
for making			
explicit links	3.2 Ask tutors to suggest other	3.2 Suggest other possible	
to the Basic	possible teaching and	teaching and learning	

School	loarning activities for	activities for teaching
Curriculum	learning activities for teaching lesson 4, Example ;	-
	u	lesson 4, Example;
Noting	Teaching on internet	Teaching on internet
opportunities	platform (Microsoft	platform (Microsoft
for integrating:		teaching, Cloud
GESI	Computing), field survey,	Computing), field
responsiveness	PowerPoint Presentation,	survey, PowerPoint
and ICT and	etc	Presentation, etc
21 st C skills		
Reading,	3.3 Ask tutors to identify and	3.3 Identify and address
discussion, and		areas that may need
identification	need clarification.	clarification.
of continuous	Example;	Example;
assessment	a. How action research	a. How action research
	should be carried out	should be carried out
opportunities		
in the lesson.	and assessed.	and assessed.
Each lesson	b. How to organise	b. How to organise
should include	students for a group	students for a group
at least two	project (NB. Females	project (NB. Females
opportunities	and SEN should be	and SEN should be
to use	considered when	considered when
continuous	grouping students).	grouping students).
assessment to	c. How to develop 21 st	c. How to develop 21 st
support	century skills in student	century skills in
student	teachers such as	student teachers such
teacher	leadership skills,	as leadership skills,
learning,	collaboration,	collaboration,
subject specific		cooperation through
	group work when	
examples		group work when
should be	carrying out activities in	carrying out activities
provided for	lesson 4	in lesson 4
SL/HoD		
Resources:	3.4 Ask participant to read and	3.4 Read and discuss the
links to the	discuss the Basic Design	Basic Design and
existing PD	and Technology curriculum	Technology curriculum
Themes, for	of the JHS and identify the	of the JHS and identify
example,	linkages between it and	the linkages between it
action	Lesson 4.	and Lesson 4.
research,	Example	Example
questioning	Experimentation- data	Experimentation-
and to other	collection analysis-	data collection
external	putting data into tables	analysis-putting
reference	and simplifying it,	data into tables and
material:	drawing,	simplifying it,
literature, on	Drawing, pattern	drawing,
web, Utube,	making, printing,	
physical	entrepreneurship,	

resources, power point; how they should be used. Consideration needs to be given to local	drawing and labelling of cutting tools on card boards etc.	 Drawing, pattern making, printing, , entrepreneurship, drawing and labelling of cutting tools on card boards etc.
availability	 3.5 Ask tutors in their subject groups to discuss how teaching/learning activities adopted in lesson 4 will augment the skill of student teachers during their STS and action research. Example micro-teaching PowerPoint presentation role play, data collection data analysis ICT (phones and laptops) to surf information on the 	 3.5 In your subject groups to discuss how teaching/learning activities adopted in lesson 4 will augment the skill of student teachers during their STS and action research. Example micro-teaching PowerPoint presentation role play, data collection data analysis ICT (phones and laptops) to surf information on the
	 3.6 Guide tutors to list and discuss how they would facilitate the transfer of ICT and 21st C. related skills to their student teachers during the teaching and learning of Lesson 4. <i>example.</i> <i>collaborative learning through team work, mixed sex/ability group work</i> <i>independent learning through take home assignments, library research ICT through the use of their phones to surf for information on the internet.</i> 	 3.6 List and discuss how they would facilitate the transfer of ICT and 21st C. related skills to their student teachers during the teaching and learning of Lesson 4. <i>example.</i> <i>collaborative</i> <i>learning through</i> <i>team work, mixed</i> <i>sex/ability group</i> <i>work</i> <i>independent</i> <i>learning through</i> <i>take home</i> <i>assignments,</i> <i>library research</i> <i>ICT through the use</i> <i>of their phones to</i>

	surf for information
	on the internet.
 3.7 Ask tutors to read, identify, and discuss continuous assessment opportunities in lesson 4 and how it will help them in preparing student teachers towards final examination and the job market. Note: refer tutors to the NTEAP summary in PD session 1. Focussing on subject portfolio and subject based projects; CA helps student teachers to master the use of tools and materials procedures and processes devoid of fear in examination and quiz. 	 3.7 Read, identify, and discuss continuous assessment opportunities in lesson 4 and how it will help them in preparing student teachers towards final examination and the job market. Note: refer tutors to the NTEAP summary in PD session 1. Focussing on subject portfolio and subject based projects; CA helps student teachers to master the use of tools and materials procedures and processes devoid of fear in examination and quiz.
3.8 Ask tutors in their TVET domains to list the resources, tools and materials needed for both the teaching/learning of lesson 4 as well as carrying out action research, e.g. Laptop, projector and screen, internet facilities, Drawing board and Instrument, AutoCAD software, Computers, different types of pencils, Drawing Sheets, Sculpture tools (chisel, adze gouge, mallet, knife, pliers, hammer, clamps, saw; Sculpture materials (clay, plasticine, fiberglass, paper pulp,	3.8 In your TVET domains to list the resources, tools and materials needed for both teaching/learning lesson 4 as well as carrying out action research, e.g. Laptop, projector and screen, internet facilities, Drawing board and Instrument, AutoCAD software, Computers, different types of pencils, Drawing Sheets, Sculpture tools (chisel, adze gouge, mallet, knife, pliers, hammer, clamps, saw; Sculpture materials (clay,

		stone, wood, metal, wax, foam, plaster of Paris etc.plasticine, fiberglass, paper pulp, stone, wood, metal, wax, foam, plaster of Paris emphasis on locally available tools and materials.plasticine, fiberglass, paper pulp, stone, wood, metal, wax, foam, plaster of Paris etc. Ask tutors to discuss their tools listed laying much emphasis on locally available tools and materials.	
re v 1.	Evaluation and view of session: Tutors should Identifying critical friends to observe lessons and report at next session Identifying and addressing any outstanding issues relating to the	 4.1 Ask tutors to identify a critical friend who will observe their lessons and report at the next PD session. 4.2 Ask tutors to discuss any outstanding issue relating to lesson 4, and where necessary surf information from the internet for clarification. 4.1 Identify a critical friend who will observe their lessons and report at the next PD session. 4.2 Discuss any outstanding issue relating to lesson from the internet for clarification. 	15 mins
3.	lesson/s for clarification Tutors should be expected to have a plan for the next lesson for student teachers	 4.3 Ask tutors to individually prepare and share and share draft/plan for lesson 4. 4.3 Individually prepare and share draft/plan for lesson 4. 	

Tutor PD Session 5

Age Level: JHS

Name of Subject: TVET

Fo	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
	ints provide the	Leading the session.	Activity during the PD	session
-	me for what is to	What the SL/HoDs will	Session. What PD Session	
be	done in the	have to say during each	participants (Tutors) will	
ses	ssion. The SWL	stage of the session	do during each stage of	
she	ould use the bullets	5,	the session.	
to	guide what they			
	ite for the SL/HoD			
	d tutors to do and			
sav	y during each			
-	ssion. Each bullet			
ne	eds to be			
	dressed and			
	ecific reference			
•	ould be made to			
the	e course manual/s.			
	ntroduction to the	Introduction to the	Introduction to the	20 mins
ses	ssion	Session	Session	
	Review prior	1.1 Start the session with	1.1 Create a song, story or	
	learning	a motivating song,	rhyme a motivating	
\triangleright	A critical friend to	story or rhyme to	song to prepare	
	share findings for	prepare tutors for the	student teachers for	
	a short discussion	session	lesson 5	
	and lessons	E.g., Teach me teacher 3x	E.g., Teach me teacher 3x	
	learned	I want to read and write	I want to read and write	
\triangleright	Reading and	I want to be a sculptor	I want to be a sculptor	
	discussion of the	If teacher will teach me	If teacher will teach me	
	introductory	well	well	
	sections of the	I want to be a gardener	I want to be a gardener	
	lesson up to and	If teacher will teach me	If teacher will teach me	
	including learning	well	well	
	outcomes and	I want to be a painter if	I want to be a painter if	
	indicators	teacher will teach me well	teacher will teach me well	
\triangleright	Overview of	I want to be a caterer if	I want to be a caterer if	
	content and	teacher will teach me	teacher will teach me	
	identification of			
	any distinctive	1.2 Engage tutors to	1.2 Reflect and share two	
	aspects of the	discuss two	achievements and one	
	lesson/s,	achievements of	challenge in delivering	
NB	The guidance for	lesson 4 and one	lesson 4.	
SL/	HoD should	major challenge in		
ide	entify, address and	delivering lesson 4.		
pro	ovide explanations			

Tutor PD Session for Lesson 5 in the Course Manual

for any areas where	1.3 Invite one of the	1.3 Share your
tutors might require	critical friends to	observation of lesson
clarification on an	share their	4 with the whole
aspect of the lesson.	observations during	group
SL/HoD take feedback	lesson 4 for a	8.000
to gauge	discussion.	
understanding and		
-	1.4 Guide tutors in their	1 4 Sit in your domain
support tutor		1.4 Sit in your domain
engagement.	respective TVET domain to read the	groups to read the
NB SL/HoD should ask		introductory session
tutors to plan for their	introductory session	of lesson 5 your
teaching as they go	of lesson 5 and write	course manuals and
through the PD	down the Learning	write down the
session	Outcomes and	Learning Outcome
	Learning Indicators on	and learning
	a flip chart, e.g.	indicators on a flip
	Guidance Note	chart, e.g.
	Agriculture Lesson:	Guidance Note
	Appraisal and Evaluation	Agriculture:
	of selected Design.	Appraisal and Evaluation
	Artefact Production in	of selected Design
	Crops'	Artefact Production in
		Crops
	E.g.,	E.g.,
	LO.1. Demonstrate	LO.1. Demonstrate
	knowledge and ability to	knowledge and ability to
	do Power-Point	do Power-Point
	Presentation of Designed	Presentation of Designed
	Experiment	Experiment
	LI.1 Exhibit draft Working	LI.1 Exhibit draft Working
	procedures and processes	procedures and processes
	of the designed	of the designed
	experiment.	experiment
	Home Economics	Home Economics
	Costing, Pricing and	Costing, Pricing and
	Record Keeping: Pricing	Record Keeping: Pricing
	units for sale.	units for sale.
	Design Creation in	Design Creation in
	Clothing and Textiles:	Clothing and Textiles:
	Creating prototypes of	Creating prototypes of
	clothing articles.	clothing articles.
	E.g.,	E.g.,
	LO.1 Demonstrate	LO.1 Demonstrate
	knowledge and	knowledge and
	understanding of the four	understanding of the four
	•	_
L	cost concepts and their	cost concepts and their

importance in pricing decisions LI.1: Explain the four cost concepts. Technical Possible solution. Development of selected solution.	importance in pricing decisions LI.1: Explain the four cost concepts. Technical Possible solution. Development of selected solution. Hydraulic system and
Hydraulic system and Pneumatics machines. Installation/wiring.	Pneumatics machines. Installation/wiring.
Sandy Sealer and Putty. E.g., LO.1 Apply knowledge, understanding and skills in drawing of possible solution and development of selected idea. LI.1 Produce and exhibit a portfolio on possible solution and development of selected idea (NTS pg. 29, NTECF pg29 Pillar 3)	Sandy Sealer and Putty. E.g., LO.1 Apply knowledge, understanding and skills in drawing of possible solution and development of selected idea. LI.1 Produce and exhibit a portfolio on possible solution and development of selected idea (NTS pg. 29, NTECF pg29 Pillar 3)
Visual Art Thinking and Exploring ideas for making Leather, Basketry. Jewellery and Bead items, Pottery and Ceramics Items Sculptures (I) and Working Drawing and Production layout	Visual Art Thinking and Exploring ideas for making Leather, Basketry. Jewellery and Bead items, Pottery and Ceramics Items Sculptures (I) and Working Drawing and Production layout
E.g., LO.1 Demonstrate knowledge and understanding of how to critically explore the history and culture as well as the natural and man- made environment in any given community	E.g., LO.1 Demonstrate knowledge and understanding of how to critically explore the history and culture as well as the natural and man- made environment in any given community

	LI.1: Documentation and discussion on the history and culture as well as the natural and manmade environment in any given community	LI.1: Documentation and discussion on the history and culture as well as the natural and manmade environment in any given community	
	 1.5 Ask tutors to identify possible links between lesson 5 and the previous knowledge of student teachers, <i>e.g.</i> All lesson 5s across all the TVET domains are a logical build up on lesson 4 	1.5. Identify possible links between lesson 5 and 4 in terms of previous knowledge of student teachers, e.g. <i>All lesson 5s</i> <i>across all the TVET</i> <i>domains are a logical</i> <i>build up on lesson 4</i>	
	1.6 Ask tutors to study the overview of lesson 5 content and identify the distinctive features of the lesson using concept maps	1.6 study the overview of lesson 5 content and identify the distinctive features of your lesson 5 using concept maps	
	E.g., Drafting working or design procedures and processes of experiment, identification of business ideas connecting to the STS Schools and communities. Using inspiration from the natural and artificial environment in developing design in clothing, Leather Work,	E.g., Drafting working or design procedures and processes of experiment, identification of business ideas connecting to the STS Schools and communities. Using inspiration from the natural and artificial environment in developing design in clothing, Leather Work,	
	Basketry (I) Sculpture, Pottery and Ceramics as well as organising Exhibitions to show case student teachers creative works	Basketry (I) Sculpture, Pottery and Ceramics as well as organising Exhibitions to show case student teachers creative works	
As this course is dealing with supporting and or assessing the	1.7 Engage tutors to identify and discuss some activities to help the student teachers	1.6 Identify and discuss some activities you would use to help the student teachers relate lesson 5 to	

Drofossional Taashing	rolato losson E to	come lossens they taught	
Professional Teaching	relate lesson 5 to	some lessons they taught	
Portfolio	some lessons they	in their STS practice	
Development or the	taught in the STS	Schools.	
Action Research	practice Schools.		
Project Report	E.g.,	E.g.,	
writing. Tutors need	Mini group post STS	Mini group post STS	
to be provided with	discussion to enable	discussion to enable	
•			
guidance on what to	student teachers share	student teachers share	
do including	their successes and	their successes and	
organisation of Post	challenges in similar	challenges in relation to	
Internship Seminar.	concepts they taught.	lesson introduction and	
	Or	lesson review.	
	Peer review of sample	Or	
	videos of student	Peer review of sample	
	teachers' lessons and	videos of student lessons	
	discuss alternative	and discuss alternative	
	activities that could be	activities that could be	
	used to enhance their	used to enhance their	
	teaching as beginning	teaching as beginning	
	teachers in the Basic	teachers in the Basic	
	Schools.	Schools.	
	Note	Note	
	Emphasis should be on	Emphasis should be on	
	specific aspect of the	specific aspect of the	
	lesson planning and	lesson planning and	
	delivery e.g., introduction,	delivery e.g., introduction,	
	lesson review, pedagogy,	lesson review, pedagogy,	
	TLR and classroom	TLR and classroom	
	management.	management.	
For each session	1.7 Lead tutors to discuss	1.7 Reflect on and discuss	
remember this is the	various ways of helping	various ways of helping	
final semester before	student teachers	student teacher	
Students begin	understand how to	understand to develop	
teaching provide	develop comprehensive	comprehensive learner	
prompts to help	learner plan for the	plan for the various TVET	
	various TVET domain as		
support this		domain as beginning	
transition for	beginning teachers.	teachers.	
planning and give	E.g.,	E.g.,	
regard for GESI, CCI,	Guiding students to plan	Guiding students to plan	
ICT etc.	sample lessons related to	sample lessons related to	
	concepts of lesson 5 as it	concepts of lesson 5 as it	
	pertains in their specific	pertains in their specific	
	TVET domain of the	TVET domain of the	
	Common Core Curriculum	Common Core Curriculum	
	for JHS emphasising on	for JHS emphasising on	
	inclusivity of all the sexes	inclusivity of all the sexes	
	inclusivity of all the sexes	inclusivity of all the sexes	

	styles and speed.	styles and speed.	
	styles and speed.	styles and speed.	
	Note:	Note:	
	These sample learner	These sample learner	
	plans could be added to	plans could be added to	
	their Professional	their Professional	
	Teaching Portfolio.	teaching Portfolio.	45 1
2 Concept	2 Concept	2 Concept Development	15 mins
Development (New	Development	2.1 In pairs (if possible)	
learning likely to arise	2.1 Ask tutors in pairs	study the lesson	
in lesson/s) :	(where applicable) to	description and discuss	
Identification and discussion of neuronal	study the lesson	the new concepts of	
discussion of new	description and	lesson 5.	
learning, potential barriers to	discuss the new		
	concepts of lesson 5. Guidance Note	Guidance Note	
learning for student teachers			
or students, new	Agriculture: Research design,	Agriculture: Research design,	
concepts or	experiment procedure	experiment procedure	
pedagogy being	report writing,	report writing,	
introduced in the	entrepreneurship,	entrepreneurship,	
lesson, which	business planning and	business planning and	
need to be	management, appraisal	management, appraisal	
explored with the	and evaluation	and evaluation	
SL/HoD	Home Economics	Home Economics	
NB The guidance for	Entrepreneurial skills.	Entrepreneurial skills.	
SL/HoD should set out	Enterprise management:	Enterprise management:	
what they need to do	costing and pricing	costing and pricing	
to introduce and	models, break-even	models, break-even	
explain the issues/s	analysis, risk	analysis, risk	
with tutors, they	management, garment	management, garment	
should take feedback	prototype design,	prototype design,	
to gauge	integration of design	integration of design	
understanding and	elements and principles	elements and principles	
support tutor	e.g., colour, texture	e.g., colour, texture	
engagement.	space, proportion,	space, proportion,	
	balance and emphasis	balance and emphasis	
	balance and emphasis		
	Technical	Technical	
	•	Technical Skills in cutting of joints,	
	Technical		
	Technical Skills in cutting of joints,	Skills in cutting of joints,	
	Technical Skills in cutting of joints, Hydraulic systems,	Skills in cutting of joints, Hydraulic systems,	

pneumatic systems, skills	pneumatic systems, skills
of electric power	of electric power
generation and	generation and
transmission, philosophy	transmission, philosophy
and history of generation,	and history of generation,
safety and safety working	safety and safety working
environment	environment
Visual Art	Visual Art
Creativity as a means of	Creativity as a means of
addressing local and	addressing local and
global challenges;	global challenges;
Creating resilient arts,	Creating resilient arts,
culture and human	culture and human
experience; Qualities of a	experience; Qualities of a
good art practitioner;	good art practitioner;
problem solving	problem solving
processing and producing	processing and producing
and evaluating art	and evaluating art
products as well as	products as well as
assessing creative	assessing creative
inspiration from the	inspiration from the
natural and artificial	natural and artificial
environment	environment
2.2 Guide tutors to brain-	2.2 Brain-write three
	potential barriers to the
write three potential barriers to the	
	teaching and learning of
teaching and learning	your lesson 5 s.
of lesson 5	E.g.,
E.g.,	
Agriculture: The season	Agriculture: The season
and weather condition	and weather condition
may not support the	may not support the
growing of some crops in	growing of some crops in
experimental research	experimental research
	Home Economics: Same
	Home Economics: Some
Home Economics: Some	students may perceive
students may perceive	entrepreneurial activities
entrepreneurial activities	to be difficult and only
to be difficult and only	meant for rich people
meant for rich people	
	Technical: Difficulty and
Technical: Difficulty and	possible dangers
possible dangers	associated with electricity
associated with electricity	in the workshop due
in the workshop due	sometimes due to lack
	۲

Г			
	sometimes due to lack appropriate tools and equipment.	appropriate tools and equipment.	
	 Visual Art: Some student teachers may have difficulty in conceptualizing design ideas from the natural and the artificial environment to produce functional artifacts. 2.3 Ask tutors to discuss the possible ways to overcome the barriers identified in 2.2 above. E.g., a. Establishing green- house farming b. Establish effective and efficient college gardening systems and make careful selection of crops in relation to the climate and other geographical conditions of the location. c. Organizing educational trips to parks and gardens, studios, workshops, 	Visual Art: Some student teachers may have difficulty in conceptualizing design ideas from the natural and the artificial environment to produce functional artifacts. 2.3 Reflect and discuss the possible ways to overcome the barriers identified in 2.2 above. E.g., a. Establishing green- house farming b. Establish effective and efficient college gardening systems and make careful selection of crops in relation to the climate and other geographical conditions of the location. c. Organizing educational trips to parks and gardens, studios, workshops, restaurants and hotels,	
	workshops, restaurants and hotels, fashion industries d. Inviting resource persons.	restaurants and hotels, fashion industries d. Inviting resource persons.	
	2.4 Ask tutors to read the lesson activities and identify the new pedagogy being introduced in lesson 5 that need further explanation.	2.4 Read the lesson activities and identify the pedagogy being introduced in lesson 5 that you need further explanation.	

	E.g., Independent study, whole group discussions Think-Pair and Share, group-work, hands-on activities, -Learning Opportunity/ Hands-on Activity, etc.	E.g., Independent study, whole group discussions Think-Pair and Share, group-work, hands-on activities, -Learning Opportunity/ Hands-on Activity, etc.	
	2.5 Guide tutors to discuss or talk about alternative pedagogies they would use to assist the student teachers link the new concepts and pedagogy to STS activities in their Basic Schools of practices,	2.5. Discuss alternatives pedagogy you would to assist your student teachers link the new concepts and pedagogy to STS activities in the Basic Schools of practices	
	E.g., Experiential learning, extended learning, Mini cultural group project works	E.g., Experiential learning, extended learning, Mini cultural group project works	
	Open forum and seminars Group report writing and presentation Peer planning and teaching	Open forum and seminars Group report writing and presentation Peer planning and teaching	
3.Planning for	Planning for teaching	Planning for teaching	40 mins
teaching, learning	3.1 In the domains ask	3.1 Read and discuss the	
and assessment	tutors to read and discuss	teaching and learning	
activities for the	the teaching and learning	activities of lesson 5.	
lesson/s	activities of lesson 5.		
Reading and discussion of the teaching and learning activities	3.2 Encourage tutors to discuss some creative ways of helping the student teachers share	3.2 discuss some creative ways of helping the student teachers to share related experiences of	
Noting, addressing, and explaining areas where tutors may require	related experiences of handling the Basic School curriculum during the extended teaching STS programme. E.g.,	handling the Basic School curriculum during the extended teaching STS programme. E.g., Pick and act presentation	
clarification		model and Panel discussion	

 Noting opportunities for making explicit links to the Basic 3.3 Invite a volunteer to do a brief model presentation on any activity that needs further clarification. Noting opportunities for integrating: GESI 3.4 Ask tutors to list ways of using lesson 5 to gidentify various GES1, ICT and 21st C skills identify various GES1, ICT and 21st C skills that must be integrated into their practice. Reading, and 21st C skills that must be integrated into their practice. GESI (seating arrangement, mixed and 21st C skills that must be integrated into their practice. GESI (seating arrangement, mixed and ability groups, socio-cultural group presentations, effective use varied and multifunction TLRs and sessement opportunities to use multifunction TLRs and assessment persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments subject specific examples support al learers to support all learners to should be presons with disabilities leading nousehold chores in enterprise operations, female leading crop growing experiments activities, give prompts to support all learners to develop prototype for design works. SL/HoD Reasong, artify are song the preson with disabilities leading from provided for should be reprise operation, videos of sample lessons of student teachers and picture and print meterias, questioning and to other Resources: no support all learners to develop prototype for design works. SL/HoD Reating, questioning and to other Student teachers and picture and print materials, questioning and to other At student teachers and picture and print materials, questioning and to other Student teachers and picture and print materials, solvine through reflection 					
for making explicit links to the Basic Schooldiscussionexplicit links to the Basic School3.3 Invite a volunteer to do a brief model presentation on any activity that needs further clarification.3.3 Think and volunteer to do a brief model presentation on any activity that needs further clarification.Noting opportunities for integrating:3.4 Ask tutors to list ways of using lesson 5 to guide student teachers to adtientify various GESI, ICT and 21 st C skills that must be integrated into their practice.3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 st C skills that must be integrated into their practice.Oportunities assessment opportunities to use to use continuous assessment to useGuidance Note: GESI (seating arrangement, mixed ability groups, socio- cultural group presentations, effective use varied and multifunction TLRs and SEN students, males and persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments activities, give prompts to support all learners to develop prototype for design works.GT. use of smart phone to surf internet for relevant information, PowerPoint presentation, videos of sample lessons of student teachers and picture and print materials, questioning ant to otherCiticue and print materials, 21 st C Skills E.g., Critical thinking and problem	\triangleright	Noting	Pick and act presentation		
explicit links to the Basic School Curriculum3.3 Invite a volunteer to do a brief model presentation on any activity that needs further clarification.3.3 Think and volunteer to do a brief model presentation on any activity that needs further clarification.Noting opportunities for integrating:3.4 Ask tutors to list ways of using lesson 5 to guide student teachers to identify various GESI, ICT and 21 st C skills that must be integrated into their practice.3.4 Identify ways to help student teachers to activity ravious GESI, ICT and 21 st C skills that must be integrated into their practice.Reading, identify various GESI, ICT and 21 st C skills that must be integrated into their practice.3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 st C skills that must be integrated into their practice.Sets Issessment continuous assessment to use varied and continuous supportGuidance Note: GESI (seating arrangement, mixed ability groups, socio- cultural group presentations, effective use varied and multifunction TLRs and SEN students, males and persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments activities, give prompts to support all learners to develop prototype for design works.Networks L/HoDICT: use of smart phone to surf internet for relevant information, PowerPoint presentation, videos of sample lessons of student teachers and picture and print materials, 21 st C Skills E.g., Critical thinking and problem		opportunities	model and Panel		
explicit links to the Basic School Curriculum3.3 Invite a volunteer to do a brief model presentation on any activity that needs further clarification.3.3 Think and volunteer to do a brief model presentation on any activity that needs further clarification.Noting opportunities for integrating:3.4 Ask tutors to list ways of using lesson 5 to guide student teachers to identify various GESI, ICT and 21 st C skills that must be integrated into their practice.3.4 Identify ways to help student teachers to activity ravious GESI, ICT and 21 st C skills that must be integrated into their practice.Reading, identify various GESI, ICT and 21 st C skills that must be integrated into their practice.3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 st C skills that must be integrated into their practice.Sets Issessment continuous assessment to use varied and continuous supportGuidance Note: GESI (seating arrangement, mixed ability groups, socio- cultural group presentations, effective use varied and multifunction TLRs and SEN students, males and persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments activities, give prompts to support all learners to develop prototype for design works.Networks L/HoDICT: use of smart phone to surf internet for relevant information, PowerPoint presentation, videos of sample lessons of student teachers and picture and print materials, 21 st C Skills E.g., Critical thinking and problem		for making	discussion		
the Basic School3.3 Invite a volunteer to do a brief model presentation on any activity that needs further clarification.3.3 Think and volunteer to do a brief model presentation on any activity that needs further clarification.V Noting opportunities for integrating: GESI3.4 Ask tutors to list ways of using lesson 5 to guide at usen trachers to and 214° C skills that must be integrated into their practice.3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 214° C skills that must be integrated into their practice.P Reading, discussion, and identification of continuous assessment opportunities in the lesson. should include to useGuidance Note: GESI (seating arrangement, mixed ability groups, socio- cultural group presentations, effective use varied and multifunction TLRs and SEN students, males and persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments subject specific support all learners to develop prototype for design works.GLT: use of smart phone to surf internet for relevant information, PowerPoint presentation, relevant information, PowerPoint presentation, relevant information, PowerPoint presentation, relevant information, PowerPoint presentation, relevant information, PowerPoint presentation, relevant information, PowerPoint presentation, videos of sample lessons of student teachers and picture and print materials, questioning and to other3.3 Think and volunteer to do a bried the presentation, provided for student teachers and picture and print materials, questioning and to other		-			
Curriculum Noting opportunities for integrating: GESIpresentation on any activity that needs further clarification.presentation on any activity that needs further clarification.GESI and ICT and 21 ²⁴ C skills3.4 Ask tutors to list ways of using lesson 5 to guide and ICT and 21 ²⁴ C skills3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 ³⁴ C skills that must be integrated into their practice3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 ³⁴ C skills that must be integrated into their practiceReading, discussion, and identification of continuous assessment opportunitiesGESI (seating GESI (seating arrangement, mixed ability groups, socio- cultural group presentations, effective use varied and multifunction TLRs and SEN students, males and persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments subject specific examples subject specific student in sto the relevant information, PowerPoint presentation, picture and print research, questioning activities and picture and print research, questioning and to otherpresentation, provided for design works.21 ⁴⁴ C Skills E.g., Critical thinking and problem21 ⁴⁴ C Skills E.g., Critical thinking and problem		the Basic	3.3 Invite a volunteer to	3.3 Think and volunteer to	
Curriculum Noting opportunities for integrating: GESIpresentation on any activity that needs further clarification.presentation on any activity that needs further clarification.GESI and ICT and 21 ²⁴ C skills3.4 Ask tutors to list ways of using lesson 5 to guide and ICT and 21 ²⁴ C skills3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 ³⁴ C skills that must be integrated into their practice3.4 Identify ways to help student teachers to actively review lesson 5 to identify various GESI, ICT and 21 ³⁴ C skills that must be integrated into their practiceReading, discussion, and identification of continuous assessment opportunitiesGESI (seating GESI (seating arrangement, mixed ability groups, socio- cultural group presentations, effective use varied and multifunction TLRs and SEN students, males and persons with disabilities leading household chores in enterprise operations, female leading crop growing experiments subject specific examples subject specific student in sto the relevant information, PowerPoint presentation, picture and print research, questioning activities and picture and print research, questioning and to otherpresentation, provided for design works.21 ⁴⁴ C Skills E.g., Critical thinking and problem21 ⁴⁴ C Skills E.g., Critical thinking and problem		School	do a brief model	do a brief model	
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external solving through reflection solving through reflection		and to other	- .	- .	
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	reference	and sharing ideas during	and sharing ideas during	
	material:	group work. Forster	group work. Forster	
	literature, on	Creativity and innovation	Creativity and innovation	
	web, Utube,	through conceptualizing	through conceptualizing	
	physical	design ideas from the	design ideas from the	
	resources,	natural and artificial	natural and artificial	
	power point;	environment, develop	environment, develop	
	how they	porotypes. Facilitate	porotypes. Facilitate	
	should be	personal development	personal development	
	used.	and leadership skills by	and leadership skills by	
	Consideration			
		taking lead group	taking lead group	
	needs to be	presentation and	presentation and	
	given to local	participating peer reviews	participating peer reviews	
	availability	and seminars	and seminars	
	Tutors should			
	be expected to	3.5 Ask tutors to write the	3.5 Write the teaching	
	have a plan for	teaching and learning	and learning resources	
	the next lesson	resources indicated in	indicated in your course	
	for student	their respective course	manuals on stick note pad	
	teachers	manuals on stick note pad	and discuss how to	
		and discuss how to	acquire them before the	
		acquire them before the	lesson	
		lesson		
		E.g.,		
		Posters of adverts,		
		pictures, models, cutting		
		tools, measuring tools,		
		videos, computers and		
		computer soft wear (Auto		
		Card), etc.		
		3.6 Guide tutors to	3.6 Tutors to prepare	
		prepare draft outlines of	draft outlines of their	
		their lesson plans to	lesson plans to ensure	
		ensure effective	effective presentation of	
		presentation of lesson 5.	lesson 5.	1
	Evaluation and	Evaluation	Evaluation	15 mins
	iew of session:	4.1 Using oral questioning	4.1 Reflect, review and	
1.	Tutors should	technique, guide tutors to	recap the key issues	
	Identifying critical	review the session and	discussed in this session	
	friends to observe	recap the issues discussed	and identify any issues	
	lessons and report	and to address any issues	that need further	
	at next session	that need further	clarification.	
2.	Identifying and	clarification		
	addressing any			
	outstanding issues	4.2 Encourage tutors to	4.2 Invite a critical friend	
	relating to the	invite a critical friend to	to observe you deliver	
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lesson/s for clarification	observe the delivery of lesson 5 and provide feedback improve the practice	lesson 5 and provide you feedback to improve your reflective practice to enhance teaching and learning.	
	4.3 Remind tutors to read lesson 6 in their course manual and PD manual for next PD session.	4.3 Read lesson 6 in your course manual and PD manual to prepare for the next PD session.	

Tutor PD Session 6

Age Level: JHS

Name of Subject: TVET

E			
Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session.	Activity during the PD	session
frame for what is to	What the SL/HoDs will	Session. What PD Session	
be done in the	have to say during each	participants (Tutors) will	
session. The SWL	stage of the session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1. Ask a tutor to start	1.1. Start the session with	20 mins
session	the session with an	an icebreaker.	
Review prior	icebreaker.		
learning			
A critical friend to	1.2. Ask tutors to share	1.2. Share your	
share findings for	their experiences of	experiences of the	
a short discussion	the previous PD	previous PD session,	
and lessons	session, e.g. your	e.g. your successes	
learned	successes and	and challenges.	
Reading and	challenges.		
discussion of the			
introductory	1.3. Ask the critical friend	1.3. Report on your	
sections of the	to report on his/her	observation of	
lesson up to and	observation of	teaching of Lesson 5.	
including learning	teaching of Lesson 5.		
outcomes and			
indicators	1.4. Allow for a short	1.4. Discuss lessons	
 Overview of 	discussion on lessons	learned from critical	
content and	learned from critical	friend's findings.	
identification of	friend's findings.		
any distinctive			
aspects of the	1.5. Ask tutors to read the	1.5. Read the introductory	
lesson/s,	introductory sections	sections of Lesson 6	
NB The guidance for	of Lesson 6 (up to	(up to learning	
SL/HoD should			
-	learning outcomes)	outcomes) and discuss	
identify, address and	and discuss in pairs	in pairs the important	
provide explanations	the important or	or distinctive features	

Tutor PD Session for Lesson 6 in the Course Manual

IntrosectionIntroduce in the lessonAgricultureCarification on an aspect of the lesson.Esson, e.g., the purpose of the lesson,purpose of the lessonSU/HoD take feedback to gauge understanding and support tutor engagement.Agriculture The purpose of this lesson is to introduce student teachers to scientific experimentation.Agriculture The purpose of this lesson is to introduce student teachers to scientific experimentation.NB SL/HoD should ask tutors to plan for their teaching as they go through the PD sessionHome Economics The purpose of this lesson is to introduce student teachers to problem- solving skillsHome Economics The purpose of this lesson is to introduce student teachers to problem- solving skills relative to Basketry. Jewellery and Bead Making, Leather Work, Pottery and Ceramics, sculpture, etc. The course is also intended to provide opportunity for student teachers to investigate identified problems stat will support the design and production of Pottery and Ceramics products.1.6. Ask tutors to read through the whole lesson.1.6. Read through the whole lesson and identify the main focus of the lesson.1.6. Read through the whole lesson and identify the main focus of the lesson.	for any areas where	distinctive features of	of the Lesson of the	
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lesson. e.g.		-	-	
		lesson.	e.g.	
e.g.		e.g.		
Agriculture Agriculture		Agriculture	Agriculture	

	i. Knowledge, skills and	1. Knowledge, skills and	
	attitude of rearing and	attitude of rearing and	
	marketing of animals	marketing of animals	
	-	-	
	and their products.	and their products.	
	Technical	Technical	
	ii. Basic operational/	ii. Basic operational/	
	principles of Hydraulic	principles of Hydraulic	
	and Pneumatic	and Pneumatic	
	systems, etc.,	systems, etc.,	
	iii. To develop the skills in	iii. To develop the skills in	
	cutting of joints/ parts	cutting of joints/ parts	
	of the final Solution.	of the final Solution.	
	Visual Art	Visual Art	
	iv. To develop guided	iv. To develop guided and	
	and critical thinking	critical thinking	
	strategies for the	strategies for the design	
	design and making of	and making of visual	
	visual forms, etc.	forms, etc.	
	Refer to your	Refer to your respective	
	respective TVET	TVET manuals taking	
	manuals taking into	into consideration the	
	consideration the	various topics in lesson	
	various topics in lesson	6.	
	6.		
As this course is	Remind tutors to assist		
dealing with	student teachers to take		
supporting and or	and keep photographs of		
assessing the	their subject projects at		
Professional Teaching	every stage and record		
Portfolio	chronologically the		
Development or the	procedures and processes		
-			
Action Research	used in the execution of		
Action Research Project Report	used in the execution of their work.		
Project Report			
Project Report writing. Tutors need			
Project Report writing. Tutors need to be provided with			
Project Report writing. Tutors need to be provided with guidance on what to			
Project Report writing. Tutors need to be provided with guidance on what to do including			
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post			
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.	their work.		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session	their work. Encourage tutors to assist		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session remember this is the	their work. Encourage tutors to assist student teachers to		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session remember this is the final semester before	their work. Encourage tutors to assist student teachers to integrate GESI and ICT		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session remember this is the final semester before Students begin	their work. Encourage tutors to assist student teachers to		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session remember this is the final semester before Students begin teaching provide	their work. Encourage tutors to assist student teachers to integrate GESI and ICT		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session remember this is the final semester before Students begin teaching provide prompts to help	their work. Encourage tutors to assist student teachers to integrate GESI and ICT		
Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar. For each session remember this is the final semester before Students begin teaching provide	their work. Encourage tutors to assist student teachers to integrate GESI and ICT		

planning and give regard for GESI, CCI,			
	 2.1. Ask tutors to read and discuss the new learning in lesson 6, e.g. Agriculture Artefact production in animals. Executing the Experiment. Home Economics Costing, pricing and record keeping: Record keeping. Recipe Development in Food and Nutrition: Experimental Cooking 	 2.1. Read and discuss the new learning in lesson 6, e.g. Agriculture Artefact production in animals. Executing the Experiment. Home Economics Costing, pricing and record keeping: Record keeping. Recipe Development in Food and Nutrition: Experimental Cooking 	15 mins
SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.	 Research into local dishes and drink. Technical Principles of basic operations of Hydraulic and Pneumatic systems. Parallel connection. Conversion of timber - tangential sawn and radial sawn. Preparation of the following drawings: Final solution, working drawing. 	 Research into local dishes and drink. Technical Principles of basic operations of Hydraulic and Pneumatic systems. Parallel connection. Conversion of timber - tangential sawn and radial sawn. Preparation of the following drawings: Final solution, working drawing. 	
	Visual Art i. Thinking and exploring ideas for making Leather work, Basketry, Jewellery and Bead, Pottery and Ceramics and Sculptures items (II). ii. Production	Visual Art i. Thinking and exploring ideas for making Leather work, Basketry, Jewellery and Bead, Pottery and Ceramics and Sculptures items (II). ii. Production	

			1
	2.2. Discuss with tutors the	2.2. Discuss the potential	
	potential barriers to	barriers to learning for	
	learning for student	student teachers, e.g.,	
	teachers, e.g. ,	difficulty on the part of	
	difficulty on the part of	some student teachers	
	some student teachers	translating designs	
	translating designs into	into real product	
	real product.	difficult.	
	Specific student	Specific student	
	teachers may have	teachers may have	
	limited knowledge in	limited knowledge in	
	working drawing.	working drawing.	
	Some student teachers	Some student	
	may find it a	teachers may find it a	
	challenging task to	challenging task to	
	conceptualize, perceive	conceptualize, perceive	
	and illustrate ideas.	and illustrate ideas.	
	Some student teachers	Some student teachers	
	may also see	may see sculpturing	
	sculpturing and	and Ceramics as time	
	Ceramics as time	consuming because	
	consuming because	artist take a lot of time	
	artist take a lot of time	in the planning,	
	in the planning,	preparation and	
	preparation and	execution of artefacts.	
	execution of artefacts.	The misconception	
	The misconception	that sculpture is a	
	that sculpture and	male profession and	
	woodwork are male	the stereotyping of	
	profession and the	woodwork as male	
	stereotyping of	occupation. (<i>Take</i>	
	woodwork as male	student teachers for a	
	occupation. (<i>Take</i>	community walk to	
	student teachers for a	interact with females	
	community walk to	and persons with SEN	
	interact with females	performing TVET	
	and persons with SEN	activities in the	
	performing TVET	<i>communities</i>), etc.	
	activities in the	communities), etc.	
2 planning for	communities), etc.		10 min -
3.planning for	3.1. Ask tutors to read and	3.1. Read and discuss some	40 mins
teaching, learning	discuss some of the	of the teaching and	
and assessment	teaching and learning	learning activities in	
activities for the	activities in lesson 6.	lesson 6. e.g., group	
lesson/s	e.g., group work,	work, group	
reading and	group discussions,	discussions, think, pair	
discussion of	think, pair and share,	and share,	

	the teaching	independent study,	independent study,	
	and learning	etc.	etc.	
	activities			
\succ		3.2. Ask tutors to suggest	3.2. Suggest and discuss	
	addressing,	and discuss other	other possible	
	and explaining	possible teaching and	teaching and learning	
	areas where		activities, e.g.	
		learning activities, e.g.		
	tutors may	internet platform	internet platform	
	require	(cloud computing),	(cloud computing),	
~	clarification	industrial attachment,	industrial	
\checkmark	noting	extended learning,	attachment,	
	opportunities	power point	extended learning,	
	for making	presentation,	power point	
	explicit links	exhibition, etc.	presentation,	
	to the basic		exhibition, etc.	
	school			
	curriculum	3.3. Ask tutors to identify	3.3. Identify and address	
\succ	0	and address areas that	areas that may require	
	opportunities	may require	clarification. <i>e.g., how</i>	
	for integrating:	clarification. e.g., how	grouping of students	
	gesi	grouping of students	should be done	
	responsiveness	should be done	(students with SEN	
	and ict and	(students with SEN	should be considered	
	21 st c skills	should be considered	when grouping	
\succ	reading,	when grouping	students for group	
	discussion, and	students for group	work). How to develop	
	identification	work). How to develop	21 st century skills in	
	of continuous	21 st century skills in	student teachers such	
	assessment	student teachers such	as leadership skills,	
	opportunities	as leadership skills,	collaboration,	
	in the lesson.	collaboration,	cooperation etc. how	
	each lesson	cooperation etc. how	to organise a	
	should include	to organise a	community walk as	
	at least two	community walk as	way of teaching, how	
	opportunities	way of teaching, how	teaching through	
	to use	teaching through	cloud computing are	
	continuous	cloud computing are	organise etc.	
	assessment to	organise etc.		
	support			
	student	3.4. Ask tutors in their	3.4. In your respective	
	teacher	respective subject	subject areas identify	
	learning,	areas to identify and	and discuss links	
	subject specific	discuss links between	between lesson 6	
	examples	lesson 6 and the Basic	and the Basic Design	
	should be	Design and Technology	and Technology	
	provided for	curriculum of the JHS	curriculum in the	
	sl/hod	during their STS. e.g.,	basic school during	

\triangleright	resources:	the relationship	their STS. e.g., the	
	links to the	between	relationship between	
	existing pd	cutting/shaping,	cutting/shaping,	
	themes, for	planning for making	planning for making	
	example,	artefacts/ products,	artefacts/ products,	
	action	joining and assembling	joining and	
	research,	etc., in career	assembling etc., in	
	•		-	
	questioning	technology is same as	career technology is	
	and to other	in lesson 6.	same as in lesson 6.	
	external			
	reference	3.5. Ask tutors to point out		
	material:	and discuss	opportunities for	
	literature, on	opportunities for	integrating: GESI	
	web, utube,	integrating: GESI	responsiveness and ICT	
	physical	responsiveness and ICT	and 21 st Century skills	
	resources,	and 21 st Century skills	into lesson 6.	
	power point;	into lesson 6.	e.g., Invite resource	
	how they	e.g., Invite resource	persons who have	
	should be	persons who have	demonstrated mastery	
	used.	•		
		demonstrated mastery	over gender/SEN	
	consideration	over gender/SEN	stereotyping in the	
	needs to be	stereotyping in the	community, e.g., a	
	given to local	community, e.g., a	female Sculptor and a	
	availability	female Sculptor and a	male potter.	
\succ	tutors should	male potter.	Create mixed ability	
	be expected to	Create mixed ability	groupings in the	
	have a plan for	groupings in the	classroom as a way of	
	the next lesson	classroom as a way of	encouraging all student	
	for student	encouraging all student	teachers to try their	
	teachers	teachers to try their	hands and skills to the	
		hands and skills to the	best of their abilities.	
		best of their abilities.	These will also benefit	
		These will also benefit	from the collaborative	
		from the collaborative		
			strength of others to	
		strength of others to	promote collaboration,	
		promote collaboration,	leadership skills,	
		leadership skills,	cooperation (e.g., 21 st	
		cooperation (e.g., 21 st	C) etc. among student	
		C) etc. among student	teachers, etc.	
		teachers, etc.		
		3.6. Ask tutors to read	3.6. Read from the course	
		from the course	manual, outline and	
		manual, outline and	identify continuous	
		discuss the continuous	assessment	
		assessment	opportunities in lesson	
			6.	
		l	υ.	

Γ	opportunities in lesson	<i>e.g.,</i> refer tutors to the
		_
	6.	NTEAP summary in PD session 1 above and
	<i>e.g.</i> refer tutors to the	
	NTEAP summary in PD	focus their attention
	session 1 above and	on subject portfolio
	focus their attention	and subject based
	on subject portfolio	projects considering
	and subject based	the following critical
	projects considering	issues;
	the following critical	a) Emphasis should be
	issues;	placed on creative
	d) Emphasis should	application of
	be placed on creative	knowledge and skills,
	application of	innovation, teamwork
	knowledge and skills,	and relevant
	innovation, teamwork	application of ICT tools
	and relevant	and skills.
	application of ICT tools	b) Final products are
	and skills.	not the target yet, but
	e) Final products are	works should be at
	not the target yet, but	least half way
	works should be at	completed.
	least half way	Assessment should
	completed.	concentrate but not
	Assessment should	limited to
	concentrate but not	understanding and
	limited to	proper application of
	understanding and	theories, principles,
	proper application of	
		processes, procedures
	theories, principles,	as well as appropriate
	processes, procedures	use of tools and
	as well as appropriate	compliance with safety
	use of tools and	rules in the studio and
	compliance with safety	workshops.
	rules in the studio and	c) Student teachers
	workshops.	must at this stage
	f) Student teachers	apply the concept and
	must at this stage	practice of Greening
	apply the concept and	TVET. This will help
	practice of Greening	them learn to act
	TVET. This will help	responsible towards
	them learn to act	the environment.
	responsible towards	
	the environment.	
	NB. Encourage tutors	NB. Encourage tutors to
	should develop power	develop power point

		1	1
	point presentation skills and other TLRs needed to support teaching and provide guidance.	presentation skills and other TLRs needed to support teaching and provide guidance.	
	3.7. Ask tutors to mention and discuss TLRs or other resources needed to be developed to support learning. <i>e.g., design</i> <i>tools and materials,</i> <i>internet facility,</i> <i>library, laptop/mobile</i> <i>phones, charts,</i> <i>drawing room,</i> <i>interactive boards,</i> <i>Projector, text books,</i> <i>pictures, electrical and</i> <i>electronic accessories</i> <i>like wires, Amplifiers,</i> <i>Switches, Sockets,</i> <i>lamp holders,</i> etc. <i>NTS/NTECF, NTEAP,</i> <i>etc.</i>	3.7. Mention and discuss TLRs or other resources needed to be developed to support learning. <i>e.g.,</i> <i>design tools and</i> <i>materials, internet</i> <i>facility, library,</i> <i>laptop/mobile</i> <i>phones, charts,</i> <i>drawing room,</i> <i>interactive boards,</i> <i>Projector, text books,</i> <i>pictures, electrical and</i> <i>electronic accessories</i> <i>like wires, Amplifiers,</i> <i>Switches, Sockets,</i> <i>lamp holders,</i> etc. <i>NTS/NTECF, NTEAP,</i> <i>etc.</i>	
	3.8. Ask tutors to share their draft teaching plans for teaching lesson 6 with the whole group.	3.8. Share your draft teaching plans for lesson 6 with the whole group.	
4. Evaluation and review of session:	4.1. Remind tutors to invite a critical friend to observe their	4.1. Invite a critical friend to observe your lessons and give	15 mins
 Tutors should Identifying critical friends to observe lessons and report at next session 	lessons and give feedback to the tutors and report back to the group.	feedback to the tutors and report back to the group.	
2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.2. Ask tutors to read through lesson 7 of their course manuals in preparation for session 7.	4.2. Read through lesson 7 of your course manuals in preparation for session 7.	

Tutor PD Session 7

Age Levels: JHS

Name of Subject: TVET

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	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	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
session. Each bullet needs to be			
addressed and			
specific reference should be made to			
the course manual/s.			
1 Introduction to the	Ice Breaker	Ice Breaker	20 mins
session	Somebody came to	Somebody came to	
Review prior	you and said he/she is	you and said he/she is	
learning	liar, next day the same	liar, next day the same	
A critical friend to	person said to you:	person said to you:	
share findings for	he/she ate a bowl of	he/she ate a bowl of	
a short discussion	fufu yesterday. Will	fufu yesterday. Will	
and lessons	you believe he/she	you believe he/she	
learned	this tine and why?	this tine and why?	
Reading and			
discussion of the	1.1. Call a tutor in the	1.1 Reflect on the	
introductory	group to reflect on	previous PD session	
sections of the	previous PD Session 6	with the whole group.	
lesson up to and	with the whole group.		
including learning			
outcomes and	1.2. Ask critical friends to	1.2. Critical friends report	
indicators	report on their	on their observation	
Overview of	observation of the	of previous lesson to	
content and	previous lesson the	the whole group.	1
identification of	whole group.	the whole group.	

Tutor PD Session for Lesson 7 in the Course Manual

any distinctive aspects of the 1.3. Ask tutors to read and 1.3. Read and discuss introductory lesson/s, discuss introductory NB The guidance for sections of the lessons sections of the SL/HoD should including learning lessons and identify, address and outcomes and including learning provide explanations indicators, e.g., the outcomes and

	I		
for any areas where	relevance and	indicators. e.g., the	
tutors might require	achievability	relevance and	
clarification on an		achievability	
aspect of the lesson.	LO (Agriculture)	LO (Agriculture)	
SL/HoD take feedback	Demonstrate knowledge	Demonstrate knowledge	
to gauge	and understanding of the	and understanding of the	
understanding and	key features of Chapter 1	key features of Chapter 1	
support tutor	of a Project Report.	of a Project Report.	
engagement.	LI (Agriculture): List the	LI (Agriculture): List the	
NB SL/HoD should ask	key components of	key components of	
tutors to plan for their	chapter 1 of a Project	chapter 1 of a Project	
teaching as they go	Report	Report	
through the PD	LO: (Home Economics)	LO: (Home Economics)	
session	Demonstrate	Demonstrate	
	knowledge of food	knowledge of food	
	and catering learning	and catering learning	
	environment	environment	
	LI (Home Economics):	LI (Home Economics):	
	Identify and list basic	Identify and list basic	
	activities of the	activities of the	
	learning environment	learning environment	
	5	5	
	LO (Technical)	LO (Technical)	
	a. Demonstrate	a. Demonstrate	
	knowledge and	knowledge and	
	understanding of the	understanding of the	
	basic operation	basic operation	
	principles of Hydraulic	principles of Hydraulic	
	system and	system and	
	Pneumatics machines.	Pneumatics machines.	
	LI Technical:	LI Technical:	
	the basic operation	the basic operation	
	principles of Hydraulic	principles of Hydraulic	
	system and	system and	
	Pneumatics machines	Pneumatics machines	
	LO (Visual Arts)	LO (Visual Arts)	
	Demonstrate	Demonstrate	
	knowledge and	knowledge and	
	understanding of	understanding of	
	some foundational	some foundational	
	skills, techniques,	skills, techniques,	
	tools, materials and	tools, materials and	
	processes in Basketry,	processes in Basketry,	
	Ceramics, Jewellery,	Ceramics, Jewellery,	
	Leather work,	Leather work,	
	,	,	
	Sculpture, etc.	Sculpture, etc.	

LI (Visual Art)	LI (Visual Art)
Brainstorm and	Brainstorm and
document information	document information
on some foundational	on some foundational
skills, techniques tools,	skills, techniques tools,
materials and	materials and
processes in Basketry,	processes in Basketry,
Ceramics, Jewellery,	Ceramics, Jewellery,
Leather work,	Leather work,
Sculpture, etc.	Sculpture, etc.
1.4 Ask tutors to read	1.4 Read and identify
silently and identify	important or
important or	distinctive features of
distinctive features of	the topics in lesson 7
the topics in lesson 7	in their various course
in their various course	manuals;
manuals;	
Agriculture:	Agriculture:
i. Identification of key	i. Identification of key
components of	components of
chapter 1 of Project	chapter 1 of Project
Report in Agricultural	Report in
project	Agricultural project
ii. Fish species to rear	ii. Fish species to rear
iii. Fish species and	iii. Fish species and
cultural activities.	cultural activities.
Home <i>Economics</i> :	Home Economics:
i. Importance of a	i. Importance of a
business plan in a	business plan in a
small enterprise	small enterprise
ii. Elements of a	ii. Elements of a
business plan	business plan
iii Preparation	iii. Preparation business
business plan	plan
iv. Evaluation of	iv. Evaluation of
business plan	business plan
v. Improvement on	v. Improvement on
Local recipes	Local recipes
vi. Ways of improving	vi. Ways of improving
dishes (cooking	dishes (cooking time,
time, nutritive	nutritive value etc.)
value etc.)	
Technical:	Technical:
i. Making Scaled	i. Making Scaled
modelling of an	modelling of an
artefact	artefact

 ii. Advantages and disadvantages of manual and automatic transmission system. iii. Natural (air) seasoning g and related terminologies e.g., Allowable Property iv. Bulk transmission of electrical energy from a generating site. v. Safety delivery of power transmission of electrical energy to consumers vi. Single-phase AC vii. Three-phase power AC 	 ii. Advantages and disadvantages of manual and automatic transmission system. iii. Natural (air) seasoning g and related terminologies e.g., Allowable Property iv. Bulk transmission of electrical energy from a generating site v. Safety delivery of power transmission of electrical energy to consumers vi. Single-phase AC vii. Three-phase power AC 	
 Visual Arts: i. Creating items from relevant materials. (Leather Work, Basketry, Jewellery and Bead Making, Pottery and Ceramics) ii. Identification of the Key components of Chapter 1 in Report writing. 	Visual Arts: i. Concept of Professional ethics and Professional practice (Leather Work, Basketry, Jewellery and Bead Making, Pottery and Ceramics) ii. Identification of the key components of Chapter 1 in Report writing.	
1.5. Lead tutors to review prior knowledge of student teachers that will facilitate learning of the lesson, e.g.	1.5 Review prior knowledge of student teachers that will activate effective learning of the lesson, e.g.	

	i. Student teachers	i. Student teachers
	have discussed the	have discussed the
	Concept of Action	Concept of Action
	Research NTS: 3b	Research, NTS: 3b
	ii. Student teachers	ii. Student teachers
	are familiar with	are familiar with
		fish farming
	fish farming	C
	activities.	activities.
	iii. Student teachers	iii. Student teachers
	have ideas about	have ideas about
	business	business
	development from	development from
	their communities	their communities
	and lessons on	and lessons on
	setting up a Home	setting up a Home
	Economics	Economics
	enterprise from	enterprise from
	previous lessons.	previous lessons.
	•	
		iv. Student-teachers
	are Familiar with	are Familiar with
	series and parallel	series and parallel
	connection of	connection of
	electric power	electric power
	v. Student-teachers	v. Student-teachers
	are familiar with	are familiar with
	car engine	car engine
	1.6 Ask tutors to outline	1.6 Outline any possible
	any possible challenging	challenging areas in
	areas in lesson that may	lesson that may require
	require clarification.	clarification
As this course is	1.7 Ask tutor to discuss	1.7 Discuss how you
dealing with	how they will help/	would help/ support
supporting and /or	support student	student teachers
assessing the	teachers design	design portfolio for
Professional Teaching	portfolios for their	their realisation of
Portfolio	realisation of project	project artefact or
Development and /or	artefact or final	final project work.
Classroom Enquiry	project work.	
and Action Research		
	Student teachers	Student teachers
Project Report	Student-teachers	Student-teachers
writing, tutors should	should document the	should document the
be provided with	following in their	following in their
guidance on what to	design portfolio:	design portfolio:
do including	i. State designing	v. State designing
organisation of Post	processes/	processes/
Internship Seminar.		

		r – –		
	preliminary		preliminary	
	drawings		drawings	
ii.	Preparing	vi.	Preparing cutting	
	cutting list/		list/ingredients,	
	-			
	ingredients,		tools and	
	tools and		materials	
	materials, etc.	vii.	Development of	
iii.	Development of		final and detailed	
	final and		drawings.	
			-	
	detailed	viii.	Test and	
	drawings.		evaluation	
iv.	Test and		reports, etc.	
	evaluation			
	reports, etc.			
1.8 Ask t	utors to discuss	1.8 Di	scuss the needed	
the r	needed guidance		uidance you will	
	will provide to	_	rovide to the student	
		· ·		
	tudent teachers		achers on Project	
on Pi	roject Report	R	eport Writing	
Writi	ing/project	/r	project realisation or	
realis	sation or	de	evelopment.	
	lopment.	ix.	Guide student	
iv.	Guide student		teachers to be	
10.				
	teachers to be		innovative and	
	innovative and		creative in	
	creative in		production or	
	production or		making items in	
	making items		Artwork (Leather	
	in Artwork		Work, Basketry,	
	(Leather Work,		Jewellery and	
	•			
	Basketry,		Bead Making,	
	Jewellery and		Pottery Ceramics	
	Bead Making,		and final project in	
	Pottery		design and	
	Ceramics and		realization.	
	final project in	x.	Guide student	
		x.		
	design and		teachers to keep	
	realization.		records relevant	
٧.	Guide student		documents/materi	
	teachers to		als.	
	keep records	xi.	Guide student	
	relevant		teachers to	
	documents/ma		manage their time	
	•			
	terials.		when producing	
vi.	Guide student		the project	
	teachers to		artefacts.	

manage their time when producing the project artefacts. 1.9 Ask tutors to discuss meaningful documents or artefacts a beginning teacher may keep to form part of their Professional Teaching Portfolio. <i>Ref. Year 3</i> <i>Semester 2 STS page</i> <i>114-117</i> . i. Personal data (curriculum vitae) ii. Personality attributes iii. Lesson plans for whole class teaching iv. Reflective Journal v. Scheme of	 1.9 Discuss meaningful documents or artefacts a beginning teacher may keep to form part of their Professional Teaching Portfolio. <i>Ref. Year 3 Semester 2 STS page 114-117.</i> xii. Personal data xiii. Personality attributes xiv. Lesson plans for whole class teaching xv. Reflective Journal xvi. Scheme of Work xvii. Technical competencies, etc. 	
Work vi. Technical competencies, etc.		
 10 Ask tutors to discuss problems / challenges extended teachers or beginning teachers may face on the field, e.g. 	1. 10 Discuss problems / challenges extended teachers or beginning teachers may face on the field, e.g.	
Problems extended teachers or beginning teachers may face: i. Challenge managing	Problems extended teachers or beginning teachers may face: i. Challenge managing	
freedom. ii. Not knowing their learners well.	freedom. ii. Not knowing their learners well.	

	iii. Not understanding	iii. Not understanding	
	the different	the different	
	learning abilities	learning abilities and	
	and capacities of	capacities of the	
	the students.	students.	
	iv. Lack of knowledge	iv. Lack of knowledge	
	on entry into new	on entry into new	
	community skills.	community skills	
	NB.		
	Ask tutors to provide		
	guidance to extending		
	teachers on these issues.		
For each session	1.11 Lead tutors to	1.11 Identify and discuss	
remember this is the	identify and discuss	ICT tools that can be	
final semester before	ICT tools that can be	recommended to the	
Students begin	recommended to the	extending teachers	
teaching provide	extending teachers	can use to collect	
prompts to help	to use to collect data	data on the field and	
support this transition	on the field and plan	plan their lessons,	
for planning and give	their lessons, e.g.	e.g.	
regard for GESI, CCI,	i. Surf the internet	i. Surf the internet	
ICT etc.	and other OER	and other OER	
	sources to find	sources to find	
	additional ideas to	additional ideas to	
	improve on their		
	-	improve on their	
	draft in Report	draft in Report	
	writing.	writing.	
	<i>ii.</i> Use YouTube for	<i>ii.</i> Use YouTube for	
	pre-recorded	pre-recorded	
	videos to present	videos to present	
	their lesson	their lesson	
	concepts.	concepts.	
	•		
	0	C	
	literacy skills in	literacy skills in	
	lesson delivery.	lesson delivery.	
	iv. Use digital camera	iv. Use digital camera	
	/ mobile phone for	/ mobile phone for	
	data collection	data collection	
	and recording.	and recording.	
	1 12 Load tutors to	1 12 Discuss what have	
	1.12 Lead tutors to	1.12 Discuss what help	
	discuss the help	/support they will	
	/support they will give	give to extending	
	to extending teachers	teachers during this	
	during this transition	transition period	
	period with regard for	with regard for GESI	
	GESI and CCI issues.	and CCI issues.	

	Ref. Year 3 Semester		
	2 STS page 43,		
	e.g.	e.g.	
	i. Environmental	i. Environmental	
	issues relevant to	issues relevant to	
	materials for	materials for	
	production of	production of	
	•	•	
	project artefacts.	project artefacts.	
	ii. Incorporation of	ii. Incorporation of	
	GESI issues into	GESI issues into	
	classroom	classroom	
	activities bearing	activities bearing	
	in mind individual	in mind individual	
	differences and	differences and	
	abilities of	abilities on	
	learners.	learners.	
	iii. Creating a safe	Create a safe	
	learning	learning	
	environment for	environment for	
	all learners	all learners	
	including learners	including learners	
	with SEN.	with SEN	
2 Concept	2.1 Lead tutors to discuss	2.1 Discuss the concepts	15 mins
Development (New	the new concepts	or pedagogy for	
learning likely to arise	introduced in lesson	introduction of the	
in lesson/s) :			
	7, e.g. NB:	lesson,	
		e.g.	
discussion of new	The discussion must be	NB:	
learning, potential	based on the lesson	The discussion must be	
barriers to	topics in lesson 7 as in	based on the lesson	
learning for	the following TVET	topics in lesson 7 as in	
student teachers	domains:	the following TVET	
or students, new	Agriculture:	domains:	
concepts or	<i>i.</i> Project Report	Agriculture:	
pedagogy being	Writing (Chapter	i. Project Report	
introduced in the	1)	Writing (Chapter 1)	
lesson, which	<i>ii.</i> Artefact used in	ii. Artefact used in	
need to be	production of fish	production of fish	
explored with the			
	Technical:	Technical:	
SL/HoD			
NB The guidance for	i. Scaled modelling	i. Scaled modelling	
SL/HoD should set out	ii. Operations of the	ii. Operations of the	
what they need to do	Transmission	Transmission	
to introduce and	system (manual,	system (manual,	
explain the issues/s	automatic)	automatic)	
with tutors, they	iii. Transmission of	iii. Transmission of	
should take feedback	Electric Power	Electric Power	

to gauge	(Renewable and	(Renewable and	
understanding and	Non-renewable	Non-renewable	
support tutor	Electric power)	Electric power)	
engagement.	iv. Seasoning of	iv. Seasoning of	
chaugement.	timber - natural	timber - natural	
	(air) seasoning	(air) seasoning	
	Home Economics:	Home <i>Economics</i> :	
	i. Starting and	i. Starting and	
	managing a small	managing a small	
	business in Home	business in Home	
	Economics	Economics	
	ii. Recipe	ii. Recipe	
	Development in	Development in	
	Food and	Food and	
	Nutrition:	Nutrition:	
	Experimental	Experimental	
	cooking-	cooking- Improving	
	Improving existing	existing recipes in	
	recipes in Food	Food and	
	and Nutrition.	Nutrition.	
	Visual Arts:	Visual Arts:	
	i. Planning and	i. Planning and	
	Making items	Making items	
	(Leather Work,	(Leather Work,	
	Basketry, Jewellery	Basketry, Jewellery	
	and Bead Making,	and Bead Making,	
	Pottery and	Pottery and	
	Ceramics)	Ceramics)	
	ii. Project Report	ii. Project Report	
	Writing (Chapter	Writing (Chapter 1)	
	1)		
	2.2 Ask tutors to discuss	2.2. Discuss	
	misconceptions and	misconceptions and	
	potential barriers in	potential barriers in	
	teaching and	teaching and	
	assessing student	assessing student	
	teachers in lesson 7.	teachers in lesson 7.	
	e.g.	e.g.	
	i. Some students	i. Some students	
	have negative	have negative	
	attitude towards	attitude towards	
	practical/ activity-	practical/ activity-	
	based learning	based learning	
	ii. Large class size	i. Large class size	
	hinders effective	hinder effective	
	individual	individual	
	attention giving	attention giving	

		1		
iii.	Many people find	ii.	Many people find	
	the making of		the making of	
	Leatherwork items		Leatherwork items	
	is time consuming.		is time consuming.	
iv.	Misconceptions	iii.	Misconceptions	
	that only some		that only some	
	particular people		particular people	
	or tribe can set up		or tribe can set up	
	business.		business.	
ν.	Lack of self-	iv.	Lack of self-	
	esteem or		esteem or	
	confidence due to		confidence due to	
	low skills levels		low skills levels	
vi.	Negative personal	v.	Negative personal	
	experience of		experience of	
	learning		learning	
vii.	Previously	vi.	Previously	
	undetected or		undetected or	
	unaddressed		unaddressed	
	learning		learning	
	disabilities.		disabilities.	
viii.	Some people may	vii.	Some people may	
	find translation of		find translation of	
	designs into real		designs into real	
	products difficult.		products difficult.	
ix.	College studios	viii.	College studios	
	may not be well		may not be well	
	equipped and		equipped and	
	resourced for the		resourced for the	
	project work.		project work.	
x.	Lack of tools and	ix.	Lack of tools and	
	equipment to		equipment to	
	teach operations		teach Operations	
	of the		of the	
	Transmission		Transmission	
	system.		system.	
xi.	SEN students may	x.	SEN students may	
	not be interested		not be interested	
	in fieldwork when		in fieldwork when	
	collecting data for		collecting data for	
	project work.		project work.	
2.3 Lea	ad tutors to discuss	2.3 Dis	cuss strategies or	
	ategies or modes of		des of delivery the	
	livery lesson 7 and		son to support	
	support student		dent teachers in	
	ichers in achieving		ieving the learning	
		uci		

	the learning	outcomes. NTS: 1a,	
	outcomes. NTS: 1a, 2b	2b 2c, 2d, 2i, e.g.	
	2c, 2d, 2i, e.g.		
	i. Use group	i, Use group	
	discussions to	discussions to	
	explore	explore	
	techniques	techniques	
	involved in making	involved in	
	items.	making items.	
	ii. Through	ii. Through	
	workshops or	workshops or	
	independent study shop to explore	independent study to explore	
	the possibility of	the possibility of	
	using available	using available	
	tools, materials,	tools, materials,	
	preliminary	preliminary	
	designs and sketch	designs and	
	models to produce	sketch models to	
	Art items	produce Art	
	iii. Use practical work	items.	
	to help student	iii. Use practical work	
	teachers to	to help student	
	understand the	teachers to	
	process of their	understand the	
	artefact	process of their	
		artefact.	40
3.Planning for	3.1 Ask tutors to read and	3.1 Read and discuss how	40 mins
teaching, learning and assessment activities	discuss how to apply	to apply teaching and	
for the lesson/s	the teaching and learning activities in	learning activities in the lesson 7 and take	
 Reading and 	lesson 7 to gauge	feedback to gauge	
discussion of	(measure) the	(measure)	
the teaching	understanding of	understanding of	
and learning	student teachers. NTS	student teachers. NTS	
activities	2a, 2d, e.g.	2a, 2d, e.g.	
Noting,	i. Conduct activities	i. Conduct activities	
addressing,	that will track	that will track	
and explaining	progress in skill s	progress in skill	
areas where	acquisition in the	acquisition in the	
tutors may	workshop or the	workshop or the	
require	stereo.	stereo.	
clarification	ii. Brainstorm and	ii. Brains and take	
Noting	take note of	note of student	
opportunities	student teachers'	teachers' ideas.	
for making	ideas.		

	explicit links to	iii. Pyramid	iii. Pyramid
	, the Basic	discussions on the	discussions on the
	School	need for setting	need for setting
	Curriculum	up business to	up business to
\succ		reduce	reduce
	opportunities	unemployment.	unemployment.
	for integrating:	iv. Provide	iv. Provide
	GESI	constructive	constructive
	responsiveness	feedback to	feedback to
	and ICT and	ensure	ensure
	21 st C skills		
\succ		understanding of	understanding of
	Reading,	the concepts.	the concepts.
	discussion, and		
	identification	3.2 Guide tutors as to	3.2 Discuss how to plans
	of continuous	how to plan and	and deliver the
	assessment	deliver challenging	challenging areas of
	opportunities	areas of the lesson	the lesson and show
	in the lesson.	showing how to help	how to help student
	Each lesson	student teachers	teachers overcomes
	should include	overcomes their	their difficulties. NTS
	at least two	difficulties. NTS 2a,	2a, 2d,
	opportunities	2d,	i. Addresses
	to use	i. Addresses	individual
	continuous	individual	student
	assessment to	student	teacher's
	support	teacher's	difficulty as
	student	difficulty as	soon as
	teacher	soon as	possible.
	learning ,	possible.	ii. Re-teaching
	subject specific	ii. Re-teaching	content or give
	examples	content or give	assignment for
	should be	assignment for	presentation.
	provided for	presentation.	iii. Use ICT tools
	SL/HoD	iii. Use ICT tools	and
\succ	Resources:	and	technology to
	links to the	technology to	explain
	existing PD	explain	challenging
	Themes, for	challenging	concepts.
	example,	concepts.	
	action		
	research,	3.3 Ask tutors to identity	3.3 Identity and discuss
	questioning	and discuss the	the assessment
	and to other	assessment criteria in	criteria in the lessons
	external	the lesson and their	and their relation with
	reference	relation with the	the NTEAP. NTS: 3k,
	material:	NTEAP. NTS: 3k,	NTEAP Appendix 4.
	literature, on	NTEAP Appendix 4.	
	interature, on	NILAF APPElluix 4.	

web, YouTube,	i.	To ensure fair	i.	To ensure fair	
physical		and consistent		and consistent	
resources,		assessment.		assessment.	
power point;	ii.	Assessment	ii.	Assessment	
how they		must match		must match	
should be		student		student	
used.		teachers'		teachers'	
Consideration		progress in line		progress in line	
needs to be		with		with	
given to local		achievement		achievement	
-					
availability		of the CLOs of		of the CLOs of	
Tutors should		the lesson.		the lesson.	
be expected to	iii.	Provide clear	iii.	Provide clear	
have a plan for		assessment		assessment	
the next lesson		criteria, which		criteria, which	
for student		relate to		relate to	
teachers		student		student	
		teachers		teachers	
		achieving CLO.		achieving CLO.	
	iv.	Assessment	iv.	Assessment	
		criteria should		criteria should	
		consider GESI		consider GESI	
		responsiveness		responsiveness	
		issues		issues	
	v.	The mid-	V.	The mid-	
	••	semester	••	semester	
		assessment		assessment	
		should		should	
		consider		consider	
		student		student	
		teacher's		teacher's	
		ability to		ability to	
		demonstrate		demonstrate	
		and apply their		and apply their	
		knowledge and		knowledge and	
		understanding		understanding	
		of the CLOs.		of the CLOs.	
	3.4 Ask t	utors to discuss	3.4 Discu	ss how you	
	how t	hey intend to	intend	to use the	
		ne assessment	assess	sment	
	oggo	rtunities in	oppor	tunities in	
		n 7 to facilitate		7 to facilitate	
		nt teachers'		nt teachers'	
		during their STS		sment of their	
		Il as beginning		ers as an	
	teach				
	leach	eis.	exten	ding teacher STS	

 i. Regularly quizzes (not necessarily written) and homework to assess of learners' learning progress. ii. Assessment for learning (AFL) approach to teaching and learning that give feedback to improve students' performance. iii. Provides opportunities for self-assessment and reflection during the learning process. iv. Support student teachers understand NTS and Basic School Curriculum. 	 and subsequently as a beginning teacher on the field. i. Regularly quizzes (not necessarily written) and homework to assess of learners' learning progress. ii. Assessment for learning (AFL) approach to teaching and learning that give feedback to improve students' performance. iii. Provides opportunities for self-assessment and reflection during the learning process. iv. Support student teachers understand NTS and Basic School Curriculum. 	
 3.5 Lead tutor to identify the links between lesson 7 and the lessons in the JHS Career Technology curriculum, e.g. i. STRAND 5: Designing and Making of Artefacts/Products ii. Sub-Strand 4: Making Artefacts from Compliant, Resistant Materials and Food Ingredients iii. Strand 6: Entrepreneurial Skills 	 3.5 Identify the links between lesson 7 and the lessons in the JHS Career Technology curriculum. e.g. i. STRAND 5: Designing and Making of Artefacts/Products ii Sub-Strand 4: Making Artefacts from Compliant, Resistant Materials and Food Ingredients 	

Sub-Strand 1: Career Pathways and Career Opportunities iv. Strand 4: Technology Sub-Strand: Simple Structures and Mechanisms, Electric and Electronic Systems v. Strand 2: Creative Arts Sub-Strand 2.3. Connections in Local and Global Cultures vi. Strand 2: Creative Arts Sub-Strand 2.2. Creative and Aesthetic Expression	 iii. Strand 6: Entrepreneurial Skills Sub-Strand 1: Career Pathways and Career Opportunities iv. Strand 4: Technology Sub-Strand: Simple Structures and Mechanisms, Electric and Electronic Systems v. Strand 2: Creative Arts Sub-Strand 2.3. Connections in Local and Global Cultures vi. Strand 2: Creative 	
3.6 Lead tutors to discuss how to use assessment <i>for</i> and <i>as</i> <i>learning</i> opportunities to assess student teacher's during	Arts Sub-Strand 2.2. Creative and Aesthetic Expression 3.6 Discuss how to use assessment <i>for</i> and <i>as</i> <i>learning</i> opportunities to assess student teachers during project work or	
 production of their final project work or studio practical sessions, e.g. i. Encourages positive innovational skills ii. Provides opportunities for student teachers to complete their work in time in the workshop. 	practical sessions, e.g. i. Encourages positive innovational skills. ii. Provides opportunities for student teachers to complete their work time in the workshop.	

 3.7 Ask tutors to discuss and suggest how to address GESI responsiveness issues in lesson 7. NTE 1g. E.g. i. Ensure gender equity when giving out the needed TLRs ii. Effective management of behaviour and learning of 	 3.7 In tour various TVET domains, discuss and suggest how to address GESI responsiveness issues in lesson 7. NTE 1g E.g i. Ensure Gender equity when giving out the needed TLRs ii. Effective management of behaviour and 	
 disadvantage student teachers in small groups or large classes. iii. Promotes inclusion and actively prevent intolerance attitude among student teachers and ensure gender equity. iv. Focuses on the task rather than the student teacher's weaknesses, etc. 	 learning of disadvantage student teachers in small groups or large classes. iii. Promotes inclusion and actively prevent intolerance attitude among student teachers and ensure gender equity. v. Focuses on the task rather than the student teacher's weaknesses, etc. 	
3.8 Using think-pair- share, ask tutors to identify and discuss	3.8 Use think-pair-share to identify and discuss the ICT and 21 st C skills	
the ICT and 21 st C skills that can be integrated into the lesson. NTS: 3j, 3i	that can be integrated into the lesson. NTS: 3j, 3i, e.g.	
e.g. <i>ICT skill</i> i. PowerPoint	ICT skill i. PowerPoint	
(group) presentation on the importance and the elements of a business plan,	(group) presentation on the importance and the elements of a business plan,	
air seasoning,	air seasoning,	

operation of	operation of
transmission	transmission
system internal	system internal
combustion	combustion
engine, production	engine, production
of fish, etc.	of fish, etc.
ii. Use digital tools	ii. Use digital tools
such as Use	such as Use
YouTube pre-	YouTube pre-
recorded video to	recorded video to
explain air	explain air
seasoning,	seasoning,
operation of	operation of
Transmission	Transmission
system,	system,
production of fish,	production of fish,
etc.	etc.
21 st Century skills	21 st Century skills
iii. Offer alternative	iii. Offer alternative
approaches or asks	approaches or asks
students to think	students to think
of alternatives	of alternatives
ways of doing the	ways of doing the
same work	same work.
iv. Provide	iv. Provide
opportunity for	opportunity for
collaboration and	collaboration and
relationship	relationship
between student	between student
teachers, etc.	teachers, etc.
3.9 Lead tutors discuss	3.9 Discuss the needed
the needed resources	resources for the
for the teaching and	teaching and learning
learning of the	of the concepts in
concepts in lesson 7.	lesson 7. NTS: 3j
NTS: 3j	<i>E.g.,</i> Interactive
 <i>E.g.</i>, Interactive 	boards, Electrical
-	and electronic
	• •
•	
•	
• • •	
Vehicle	maintenance tools
maintenance tools	and equipment,
 and equipment,	Design studio,
maintenance tools	accessories (wires, Amplifiers, Switches, Sockets, lamp holders, etc.) Vehicle maintenance tools and equipment,

	Design studio, Internet facility, Iaptop/ computer/PCs, JHS Career Technology/Basic Design and	Internet facility, laptop/ computer/PCs, JHS Career Technology/Basic Design and Technology	
	Technology curriculum, etc. i. Video on Scaled Modelling https:// www.youtube.com/ watch?v=iiWtPVESdE 8	curriculum, etc. i. Video on Scaled Modelling https:// www .youtube.com/watch ?v=iiWtPVESdE8	
	ii. Operations of the Transmission system <u>https://youtu.be/w</u> <u>Cu9W9xNwtl</u>	ii. Operations of the Transmission system <u>https://youtu.be/w</u> <u>Cu9W9xNwtl</u>	
	iii. Air seasoning <u>https://youtu.be/m</u> <u>xRurvC-mds</u>	iii. Air seasoning <u>https://youtu.be/m</u> <u>xRurvC-mds</u>	
	vi. Artefact used in production of fish <u>https://www.youtu</u> <u>be.com/</u> watch?v=SxlhIMHfR Jk	vii. Artefact used in production of fish <u>https://www.youtu</u> <u>be.com/</u> watch?v=SxlhIMHfR Jk	
	Leather Work iv. <u>https://www.γoutu</u> <u>be.com/watch?v</u> =CLPkVvI9yFg	<pre>Leather Work v. <u>https://www.youtu be.com/watch?v</u> =CLPkVvI9yFg</pre>	
4. Evaluation and	4.1 Ask tutors to brain-	4.1 Brain-write two things	15 mins
review of session:	write two things they have learnt in	they have learnt in this session and share	
 Tutors should Identifying critical friends to observe 	they have learnt in this session and share it in pairs.	it in pairs. 4.2 Name a critical friend	
lessons and report at next session	4.2 Call on each tutor to name one critical friend to observe his	to observe your lesson, give feedback and report the	

2.	, 0	or her lesson, give	outcome at the next	
	addressing any	feedback and report	PD session.	
	outstanding issues	the outcome at next		
	relating to the	PD session.		
	lesson/s for		4.3 Mention any	
	clarification	4.3 Allow tutors to	outstanding issues in	
		mention any	lessons that needs	
		outstanding issues	clarification.	
		relating to lessons		
		that need	4.4 Read the course	
		clarification.	manuals in	
			preparation for PD	
		4.4 Ask tutors to read	session 8.	
		the course manuals		
		in preparation for		
		PD session 8.		

Tutor PD Session 8

Age Levels: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the	Guidance notes on Leading the session. What	Guidance Notes on Tutor Activity during the	Time in session
frame for what is to be done in the session. The SWL	the SL/HoDs will have to say during each stage of the session	PD Session. What PD Session participants (Tutors) will do during	
should use the bullets to guide what they write for the SL/HoD		each stage of the session.	
and tutors to do and say during each			
session. Each bullet needs to be addressed and			
specific reference should be made to the course manual/s.			
1 Introduction to the	1.1. Ask tutors in their	1.1. Write one teaching	20 mins
 session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and 	respective groups to write one teaching and learning strategy they learnt in PD session 7 and explain how it was applied in their teaching at their various classrooms on sticky note. 1.2. Ask tutors to share their views with the whole group.	 and learning strategy you learnt in the previous PD session and explain how you applied it in your teaching at your classroom on a sticky note. 1.2. Share your views with the whole group. 	
 indicators Overview of content and identification of any distinctive aspects of the lesson/s, 	 1.3. Ask critical friends to give brief reports on the lessons they observed 1.4. Ask tutors to read 	 1.3. Share your observations on how lessons 7 went with your critical friend's lesson 1.4. Read and discuss 	
NB The guidance for SL/HoD should	and discuss the introductory	the introductory sections of the lesson	

identify, address and sections of the lesson including provide explanations including learning outcomes for any areas where learning outcomes and and indicators in the indicators in the course manual and tutors might require clarification on an course manual and indicate how they are aspect of the lesson. indicate how they are related to student teachers' relevant SL/HoD take feedback related to student teachers' relevant previous knowledge, to gauge understanding and previous knowledge, support tutor e.g., e.g. LO (Agriculture) LO (Agriculture) engagement. NB SL/HoD should ask Demonstrate knowledge Demonstrate tutors to plan for their and understanding of the knowledge and teaching as they go key features of Chapter 2 understanding of the through the PD of a Project Report. key features of Chapter session LI (Agriculture) 2 of a Project Report. List the key components of LI (Agriculture) List the key components chapter 2 of a Project Report of chapter 2 of a Project LO (Home Report LO (Home Economics) Demonstrate knowledge, Economics) understanding and skills in Demonstrate knowledge, developing new recipes understanding and skills from lesser-known foods in developing new recipes LI (Home from lesser-known foods **Economics**) LI (Home Identify wild or lesser-Economics) known fruits and Identify wild or lesservegetables that could be known fruits and used for dishes and drinks vegetables that could be used for dishes and LO (Technical) drinks Prepare a report on the types of artificial seasoning LO (Technical) LI (Technical) Prepare a report on the Prepare a report on the types of artificial types of artificial seasoning seasoning LO (Visual Art) LI (Technical) Apply the knowledge and Prepare a report on the skills in practical types of artificial demonstrations as they seasoning continue to further LO (Visual Art) develop their sculptures Apply the knowledge and using relevant resources. skills in practical LI (Visual Art) demonstrations as they Hands on demonstration continue to further of the use of some key

skills, techniques, workable materials at low or no cost and processes as they continue to further develop their skills NB: The discussion must be based on the achievability of these in lesson 8	develop their sculptures using relevant resources. LI (Visual Art) Hands on demonstration of the use of some key skills, techniques, workable materials at low or no cost and processes as they continue to further develop their skills NB: The discussion must be based on the achievability of these in lesson 8
1.5. Ask tutors to	1.5. Ask tutors to
identify the important or distinctive features	identify the important or distinctive features
of the lesson/s.	of the lesson/s.
Agriculture:	Agriculture:
i. List of some value-	i. List of some value-
added crop farm	added crop farm
products.	products.
ii. Key components of Chapter 2	ii. Key components of Chapter 2
Technical:	Technical:
i. Identifying the	i. Identifying the
problem, <i>defining</i> ,	problem, <i>defining</i> ,
developing	developing
prototypes, and	prototypes, and
finally producing	finally producing the
the artefact.	artefact.
ii. Present	ii. Present
written/pictorial report	written/pictorial report
iii. Transmission	iii. Transmission system
system (manual	(manual and
and automatic).	automatic).
iv. Types of artificial	iv. Types of artificial
seasoning.	seasoning.
Home Economics:	Home Economics:
i. Importance of a	i. Importance of a
business plan.	business plan.

		Г Г
	ii. Identify wild or	ii. Identify wild or
	lesser-known fruits	lesser-known fruits
	and vegetables	and vegetables that
	that could be used	could be used for
	for dishes and	dishes and drinks
	drinks	
	Visual art	Visual art
	<i>i.</i> The distinctive	i. The distinctive
	aspect of Visual Art	aspect of Visual Art
	is that they looked	is that they looked
	at understanding	at understanding of
	of some	some foundational
	foundational skills,	skills, techniques,
	techniques, tools,	tools, materials and
	materials and	processes they are
	processes they are	using for their
	using for their	studio practice in
	studio practice in	Leather, Basketry,
	Leather, Basketry,	Pottery and
	Pottery and	Ceramics, Jewellery
	Ceramics,	and Bead Making
	Jewellery and Bead	and also sculpture
	Making and also	in the lesson 8.
	sculpture in the	ii. List the key
	lesson 8.	components of
	ii. List the key	chapter 2 /
	components of	Appropriate use of
	chapter 2 /	tools and materials.
	Appropriate use of	
	tools and	
	materials.	
	NTECF p 21; NTS 13	NTECF p 21; NTS 13
	NB: (Refer to the	NB: (Refer to the
	respective TVET manuals).	respective TVET
	Please discuss and plan	manuals).
	within the respective	Please discuss and plan
	domains based on lesson	within the respective
	8, considering specific	domains based on
	resources, ICT tools,	lesson 8, considering
	equity and inclusion. i.e.,	specific resources, ICT
	Agriculture, Home	tools, equity and
	Economics, Technical and	inclusion. i.e.,
	Visual Art.	Agriculture, Home
		Economics, Technical
		and Visual Art.
As this course is	1.6. Guide tutors to discuss	1.6. Discuss the
dealing with	the building of the	assessment of the
U -		

augusting and an	professional teaching	professional	
supporting and or assessing the	portfolio.	professional teaching portfolio	
Professional Teaching		development.	
Portfolio	o a Drofossional toaching	-	
	e.g. Professional teaching	e.g. Professional	
Development or the	portfolio is the evidence of	teaching portfolio is the	
Classroom Enquiry	a student teachers'	evidence of a student	
and Action Research	progress towards	teachers' progress	
Project Report	becoming a beginning	towards becoming a	
writing, tutors need	teacher. It contains	beginning teacher. It	
to be provided with	among other things:	contains among other	
guidance on what to	a. curriculum Vitae	things:	
do including	b. a continuous	a. curriculum Vitae	
organisation of Post	professional	b. a continuous	
Internship Seminar.	development (CPD)	professional	
	record,	development (CPD)	
	c. Student Reflective	record,	
	Journal (SRJ),	c. Student Reflective	
	d. evidence from their	Journal (SRJ),	
	STS,	d. evidence from their	
	e. evidence of Action	STS,	
	Research	e. evidence of Action	
	f. selected subject based	Research	
	project portfolio, etc.	f. selected subject based	
	(must be representative of	project portfolio, etc.	
	knowledge gained or	(must be representative	
	depicting something	of knowledge gained or	
	unique)	depicting something	
	Refer to STS Year Three	unique)	
	School Placement	Refer to STS Year Three	
	Handbook.	School Placement	
	Table 8.2.7.2 pg. 117.	Handbook.	
		Table 8.2.7.2 pg. 117.	
For each session	1.8. Ask tutors to identify	1.8. How can student	
remember this is the	some ways by which	teachers integrate	
final semester before	student teachers can	ICT, GESI and CCI	
Students begin	integrate ICT, GESI	into their teaching	
teaching provide	and CCI into their	and learning.	
prompts to help	teaching and learning.		
support this transition	e.g.,	e.g.,	
	- 07	- 0.7	
for planning and give	i. Embedding	i. Embedding	
for planning and give reaard for GESI. CCI.	i. Embedding graphics using	i. Embedding graphics using	
regard for GESI, CCI,	graphics using	graphics using	
	graphics using digital soft wares	graphics using digital soft wares'	
regard for GESI, CCI,	graphics using digital soft wares (ZBrush, 3Dmax,	graphics using digital soft wares' (ZBrush, 3Dmax,	
regard for GESI, CCI,	graphics using digital soft wares (ZBrush, 3Dmax, Photoshop, etc.),	graphics using digital soft wares' (ZBrush, 3Dmax, Photoshop, etc.),	
regard for GESI, CCI,	graphics using digital soft wares (ZBrush, 3Dmax, Photoshop, etc.), pictures and videos	graphics using digital soft wares' (ZBrush, 3Dmax, Photoshop, etc.), pictures and	
regard for GESI, CCI,	graphics using digital soft wares (ZBrush, 3Dmax, Photoshop, etc.),	graphics using digital soft wares' (ZBrush, 3Dmax, Photoshop, etc.),	

		equipment, tools		equipment, tools	
		and how to make		and how to make	
		products should be		products should	
		a skill acquired by		be a skill acquired	
		beginning teachers.		by beginning	
				teachers.	
	ii.	Giving equal	ii.	Giving equal	
		opportunities to		opportunities to	
		both gender when		both gender	
				-	
		teaching, female		when teaching,	
		student teachers		female student	
		should be directed		teachers should	
		and assisted in		be directed and	
		using heavy		assisted in using	
		machines and		heavy machines	
		equipment in		and equipment in	
		technical and visual		technical and	
		art aspects. The		visual art aspects.	
		males should be		The males should	
		given equal		be given equal	
		assistance in home		assistance in	
		economics. SEN			
				home economics.	
		students should		SEN students	
		also be attended to		should also be	
		fairly and it should		attended to fairly	
		be applied when		and it should be	
		learners go out.		applied when	
				learners go out.	
	iii.	Promote core and	iii.	Promote core and	
		transferable skills,		transferable	
		also professional		skills, also	
		attitudes and		professional	
		values in various		attitudes and	
		TVET specialised		values in various	
		aspects during their		TVET specialised	
		STS out segment		aspects during	
		-			
		and after school.		their STS out	
				segment and	
				after school.	
2 Concept		sk tutors to read and		sk tutors to read	15 mins
Development (New		liscuss the new		nd discuss the new	
learning likely to arise		earning of lesson 8.		arning of lesson 8.	
in lesson/s) :	Agric	ulture:	-	ulture:	
Identification and	i.	Value addition to	i.	Value addition to	
discussion of new		crop farm products.	Cr	op farm products.	
learning, potential	ii.	Project Report		Project Report	
barriers to		Writing (Chapter 2:		/riting (Chapter 2:	
Samers to	1				

learning for	Review of Related	Review of Related
student teachers	Literature).	Literature).
or students, new	Technical:	Technical:
concepts or	i. Manufacturing	i. Manufacturing
pedagogy being	process and the final	process and the
introduced in the	-	· · ·
	production of the	final production of
lesson, which	artifact.	the artifact.
need to be	ii. Combustion engine	ii. Combustion engine
explored with the	Systems.	Systems.
SL/HoD	iii. Domestic	iii. Domestic
NB The guidance for	installation/wiring.	installation/wiring.
SL/HoD should set out	iv. Wood Artifacts for	iv. Wood Artifacts for
what they need to do	Hospital/Clinic.	Hospital/Clinic.
to introduce and	Home Economics:	Home Economics:
explain the issues/s	i. Starting and	i. Starting and
with tutors, they	managing a small	managing a small
should take feedback	business in Home	business in Home
to gauge	Economics: Preparing	Economics:
understanding and	a business plan	Preparing a
support tutor	ii. Recipe Development	business plan
engagement.	in Food and	ii. Recipe
	Nutrition: Developing	Development in
	new recipes from	Food and
	lesser used foods.	Nutrition:
		Developing new
		recipes from lesser
		used foods.
	Visual Arts:	Visual Arts:
	i. Planning and Making	i. Planning and
	Leather Items	Making Leather
	Continued.	Items Continued.
	ii. Planning and Making	ii. Planning and
	Basketry Products	Making Basketry
	Continued.	Products
	iii. Planning and Making	Continued.
	Jewellery and Bead	iii. Planning and
	Items Continued.	Making Jewellery
	iv. Planning and Making	and Bead Items
	Pottery and Ceramics	Continued.
	Items Continued.	iv. Planning and
		Making Pottery
	v. Planning and Making Sculptures	and Ceramics
	Continued.	Items Continued.
	vi. Project Report	v. Planning and
	Writing (Chapter 2:	Making Sculptures
	Review of Related	Continued.
	Literature).	vi. Project Report

	Writing (Chapter 2:	
	Review of Related	
	Literature).	
NB: Refer to	NB: Refer to	
the relevant TVET	the relevant TVET	
manuals.	manuals.	
2.2. Ask tutors to discuss	2.2. Discuss potential	
potential	misconceptions and	
misconceptions and	barriers with	
barriers with respect	respect to the	
to the concepts listed,	concepts listed, e.g.	
e.g.,		
Barrier:	Barrier:	
a. Some student teachers	a. Some student	
may not be able to	teachers may not be	
think about value	able to think about	
addition to local foods	value addition to local	
beyond the traditional	foods beyond the	
ones they know.	traditional ones they	
	know.	
Solution: Encourage	Solution: Encourage	
student teacher	student teacher	
experimentation and	experimentation and	
exploration of possibilities.	exploration of	
	possibilities.	
Barrier:	Barrier:	
b. As the semester is	b. As the semester is	
coming to an end,	coming to an end,	
student teachers may	student teachers may	
not have enough	not have enough	
money to buy materials	money to buy	
for practical work	materials for practical	
	work	
Solution:	Solution:	
Encourage student	Encourage student	
teachers to put their	teachers to put their	
resources together and	resources together and	
work in groups	work in groups	
Barrier:	Barrier:	
c. There may not be	c. There may not be	
sufficient time available	sufficient time	
to execute some of the	available to execute	
practical activities	some of the practical	
adequately for a good	activities adequately	
outcome.		
	for a good outcome.	

	Solution:	Solution:	
	Encourage student	Encourage student	
	teachers to practice	teachers to practice	
	effective time	effective time	
	management	management	
3.Planning for	3.1. Guide tutors to read	3.1. Read and discuss the	40 mins
teaching, learning and	and discuss the	teaching and	
assessment activities	teaching and learning	learning activities in	
for the lesson/s	activities in the course	the course manuals	
Reading and	manuals for lesson 8	for lesson 8	
discussion of			
the teaching	NB: Tutors should go	NB: Tutors should go	
and learning	through the activities one	through the activities	
activities	after the other taking into	one after the other	
Noting,	consideration the time	taking into	
addressing,	available, resources and	consideration the time	
and explaining	nature of learners,	available, resources and	
areas where	coherency and	nature of learners,	
tutors may	methodology.	coherency and	
require		methodology.	
clarification			
Noting	3.2. Ask tutors to identify	3.2. Identify areas that	
opportunities	areas that need	need clarification.	
for making	clarification.	i Project report	
explicit links to	i Project report	writing on	
the Basic	writing on chapter	chapter two	
School	two involves two	involves two	
Curriculum	important aspects,	important	
Noting	known as concept	aspects, known	
opportunities	framework and	as concept	
for integrating:	theoretical	framework and	
GESI	framework.	theoretical	
responsiveness	i. In technical, the	framework.	
and ICT and	marking scheme to	ii In technical, the	
21 st C skills	follow when looking	marking scheme	
Reading,	at manufacturing	to follow when	
discussion, and	process and final	looking at	
identification	production of a	manufacturing	
of continuous	product has some	process and final	
assessment	peculiar attributes to	production of a	
opportunities	look at.	product has some	
in the lesson.	ii. Equipment, tools	peculiar	
Each lesson	and materials may	attributes to look	
should include	vary from one Visual	at.	
at least two	Art subject to the	iii Procedure to	
opportunities	other.	follow when	
to use		writing a	

	the next lesson for student teachers	practically centered 21 st century skills, CCI and ICT skills that can be developed or applied through the lesson.	centered 21 st century skills, CCI and ICT skills that can be developed or applied through the lesson, e.g. ➤ The use of ICT	
>	given to local availability Tutors should be expected to have a plan for	NB: NTECF p 21; NTS 13 <i>Refer to NTS, 2a, 2b, 2c,</i> <i>2e, 2f, 2i, 2j</i> 3.4. Ask tutors to identify	NB: NTECF p 21; NTS 13 <i>Refer to NTS, 2a, 2b, 2c,</i> <i>2e, 2f, 2i, 2j</i> 3.4. Identify practically	
	power point; how they should be used. Consideration needs to be	b. Pay attention to every student teacher and facilitate the working according to their ability and speed.	b. Pay attention to every student teacher and facilitate the working according to their ability and speed.	
	material: literature, on web, Utube, physical resources,	risen above the social- cultural barriers in their TVET businesses.	above the social- cultural barriers in their TVET businesses.	
	research, questioning and to other external reference	how they intend to facilitate GESI issues in the lesson, e.g. a. The use of resource persons who have	intend to facilitate GESI issues in the lesson, e.g a. The use of resource persons who have risen	
•	provided for SL/HoD Resources: links to the existing PD Themes, for example, action	NB: Take note and make time for slow learners and others with socio-cultural and economic. 3.3. Ask tutors to discuss	art. NB: Take note and make time for slow learners and others with socio-cultural and economic. 3.3. Discuss how you	
	continuous assessment to support student teacher learning, subject specific examples should be	3.3. Lead tutors to discuss how the teaching and learning activities in lesson 8 will enhance student teachers' approach to teaching and learning in their practice schools.	business plan for TVET domains. iv Equipment, tools and materials varies when it comes to the three- dimensional aspects of visual	

 e.g. The use of ICT tools such as computers, smart phones, projectors, etc. to prepare and present lessons. Encouraging collaborative, creative and communicative skills through group work and presentations. 	 computers, smart phones, projectors, etc. to prepare and present lessons. Encouraging collaborative, creative and communicative skills through group work and presentations. 	
 3.6. Ask tutors to identify assessment opportunities in lesson 8 and discuss how these can be used to support student teachers during their STS sessions, e.g. Assessment as learning, assessment for learning, Peer assessment, self – assessment, etc. 	3.6. Identify assessment opportunities in lesson 8 and discuss how these can be used to support student teachers during their STS sessions, e.g. Assessment as learning, assessment for learning, Peer assessment, self – assessment, etc.	
 3.7. Ask tutors to read and outline the relationship between the concepts in lesson 8 and the Basic School Curriculum, e.g. The Basic Design and Technology curriculum have content that involves learning doing activities such as designing, construction, electronics, etc. Ref. Strand 3,4 and 5 of the Career Technology CCP curriculum 	3.7. Read and outline the relationship between the concepts in lesson 8 and the Basic School Curriculum, e.g. The Basic Design and Technology curriculum have content that involves learning doing activities such as designing, construction, electronics, etc. Ref. Strand 3,4 and 5 of the Career Technology CCP	
	 The use of ICT tools such as computers, smart phones, projectors, etc. to prepare and present lessons. Encouraging collaborative, creative and communicative skills through group work and presentations. Ask tutors to identify assessment opportunities in lesson 8 and discuss how these can be used to support student teachers during their STS sessions, e.g. Assessment as learning, assessment, self – assessment, etc. Ask tutors to read and outline the relationship between the concepts in lesson 8 and the Basic School Curriculum, e.g. The Basic Design and Technology curriculum have content that involves learning doing activities such as designing, construction, electronics, etc. Ref. Strand 3,4 and 5 of the Career 	 The use of ICT tools such as computers, smart phones, projectors, etc. to prepare and present lessons. Encouraging collaborative, creative and communicative skills through group work and presentations. Encouraging collaborative, creative and communicative skills through group work and presentations. Assessment opportunities in lesson 8 and discuss how these can be used to support student teachers during their STS sessions, e.g. Assessment as learning, assessment, self – assessment, etc. Assessment as learning, peer assessment, self – assessment, etc. Asset tutors to read and outline the relationship between the concepts in lesson 8 and the Basic School Curriculum, e.g. The Basic Design and Technology curriculum have content that involves learning doing activities such as designing, construction, electronics, etc. Ref. Strand 3,4 and 5 of the Career Technology CCP

	1	
3.8. Lead tutors in	3.8. Identify the inclusive	
identifying the	resources needed	
needed inclusive	for teaching and	
resources for teaching	learning of the	
and learning of the	concepts in lesson 8,	
concepts in lesson 8,		
e.g.	e.g.	
turn-table, carving tools,	turn-table, carving tools,	
farm implements,	farm implements,	
agricultural chemicals,	agricultural chemicals,	
cooking utensils and	cooking utensils and	
equipment, electrical	equipment, electrical	
tools and equipment,	tools and equipment,	
automobile equipment,	automobile equipment,	
etc.	etc.	
Additional Resources	Additional Resources	
Presentation of individual	Presentation of	
reflective notes on analysis	individual reflective	
of the pdfs with the links:	notes on analysis of the	
https://www.sba.gov/sites	pdfs with the links:	
/default/files/how%20to%	https://www.sba.gov/sit	
20Write%20a%20Business	es/default/files/how%20	
%20Plan.pdf	to%20Write%20a%20Bus	
	iness%20Plan.pdf	
https://core.ac.uk/downloa		
d/pdf/228447953.pdf	https://core.ac.uk/downl	
https://www.brown.edu/ac	oad/pdf/228447953.pdf	
ademics/education-	https://www.brown.edu/	
alliance/sites/brown.edu.a	academics/education-	
cademics.education-	alliance/sites/brown.edu.	
alliance/files/publications/	academics.education-	
act research.pdf	alliance/files/publication	
<u>.</u>	s/act_research.pdf	
Ensure every member of	Ensure every member of	
the group have concrete	the group have concrete	
plans teaching lesson 8.	plans teaching lesson 8.	

4.	Evaluation and	4.1. Ask tutors to identify	4.1. Identify the critical	15 mins
rev	view of session:	critical friends to sit in	friend to sit in their	
1.	Tutors should	their class and report	class and report on	
	Identifying critical	on observations	observations during	
	friends to observe	during the next PD	the next PD session	
	lessons and report	session.		
	at next session			
2.	Identifying and	NB: Critical friend (s) may	NB: Critical friend (s)	
	addressing any	be in subject specific	<i>may</i> be in subject	
	outstanding issues	areas.	specific areas.	
	relating to the			
	lesson/s for	4.2. Encourage tutors to	4.2. Read lesson 9 from	
	clarification	read lesson 9 from the	the PD manual and	
		PD manual and find	find relevant	
		relevant materials for	materials for the	
		the next session.	next session.	
		Preparation for next PD		
		<u>Session</u>		
		4.3. Ask tutors to read	4.3. Read through lesson	
		through lesson 9 of	9 of their course	
		their course manuals in	manuals in	
		preparation for session	preparation for	
		9.	session 9.	

PD Session 9 Age Level: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet	Guidance notes on	Guidance Notes on	Time in
points provide the	Leading the session. What	Tutor Activity during the	session
frame for what is to	the SL/HoDs will have to	PD Session. What PD	
be done in the	say during each stage of	Session participants	
session. The SWL	the session	(Tutors) will do during	
should use the bullets		each stage of the	
to guide what they		session.	
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	Ice breaker	Ice breaker	20 mins
session	Ask tutors to begin the	Begin the PD lesson	
Review prior	PD lesson 9 with an ice	9 with an ice an ice	
learning	breaker (song) about	breaker (song) about	
A critical friend to	the importance of	the importance of	
share findings for	learning a vocation,	learning a vocation:	
a short discussion	e.g., Grow banana,	Grow banana, grow	
and lessons	grow banana	banana	
learned	Pluck banana, pluck	Pluck banana, pluck	
Reading and	banana	banana	
discussion of the	Peel banana, peel	Peel banana, peel	
introductory	banana	banana	
sections of the	Eat banana, eat	Eat banana, eat	
lesson up to and	banana	banana	
including learning	Sheet banana, sheet	Sheet banana, sheet	
outcomes and	banana	banana	
indicators	Note: remind tutors to	Note: remind tutors to	
 Overview of 	perform the relevant	perform the signs as	
content and	signs as they sing the	they sing the song.	
identification of	song; (showing	they sing the song.	
any distinctive	gestures to the effect		
aspects of the	that you are planting,		
lesson/s,	harvesting, pealing		
NB The guidance for	and eating as the case		
SL/HoD should	-		
•	may be.)		
identify, address and			
provide explanations for any areas where			
	1	1	1

tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor	1.1 Ask tutors in buzz groups to reflect and share the good and the challenging aspects of PD session 8 with the whole group.	1.1 Reflect and share the good and the challenging aspects of PD session 8 with the whole group.
engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.2 Ask the critical friend to share his/her observation on the teaching of Lesson 8. Example: how did lesson 8 build the practical aspect of both female and male student teachers as well as SEN in TVET courses?	1.2 Share your observation on the teaching of Lesson 8 last week. Example: how did <i>lesson 8 build the</i> <i>practical aspect of</i> <i>both female and</i> <i>male student</i> <i>teachers as well as</i> <i>SEN in TVET courses?</i>
	 1.3 Ask tutors to read and discuss the introductory sections of the lesson 9 including learning outcomes and indicators, For example: Is there any link between the LOs and LIs, Is there any relevant RPK of students? What is the relationship between the LOs and LIs? etc. Note: Refer to the TVET course manuals 	1.3 Read and discuss the introductory sections of the lesson 9 including learning outcomes and indicators, For example: Is there any link between the LOs and LIs of the various TVET domains, Is there any relevant RPK of students? What is the relationship between the LOs and LIs? etc. Note: Refer to the TVET course manuals
	1.4 Ask tutors to identify important or distinctive features of lesson 9 in the Course manuals.	 1.4 Identify important or distinctive features of lesson 9 in your Course manuals. Example
	Example Agriculture: a. Project Report Writing (Chapter 3) b. Research	Agriculture: a. Project Report Writing (Chapter 3) b. Research Methodology)

	Mathadalagy	c. Value addition to
	Methodology) c. Value addition to	
		animal products
	animal products	
	Home Economics	Home Economics
	a. Marketing strategies	a. Marketing strategies
	and channels of	and channels of
	distributing Home	distributing Home
	Economics products:	Economics products:
	Basic marketing	Basic marketing
	strategies-	strategies-
	Advertisements	Advertisements
	b. Educational action	b. Educational action
	research: Needs	research: Needs
	Identification and	Identification and
	project writing	project writing
	(Chapter1)	(Chapter1)
	Technical	Technical
	a. Manufacturing	a. Manufacturing
	process and the final	process and the final
	production of the	production of the
	artefact.	artefact.
	b. Combustion engine	b. Combustion engine
	Systems	Systems
	c. Network Analysis	c. Network Analysis
	d. Preservation of	d. Preservation of
	timber – pressure	timber – pressure
		-
	preservation Visual Art	preservation Visual Art
	a. Writing project	a. Writing project
	Report (chapter 3)	Report (chapter 3)
	b. Research,	b. Research,
	Methodology	Methodology
	c. Planning and Making	c. Planning and Making
	Basketry, Leather	Basketry, Leather
	Work, Jewellery and	Work, Jewellery and
	Bead, Sculpture, etc.	Bead, Sculpture, etc.
	Items	Items
As this course is	1.5 Ask tutors to brainstorm	1.5 Brainstorm and
dealing with	and discuss the various	discuss the various
supporting and /or	ways they can support	ways you can support
assessing the	student teachers to	student teachers to
Professional Teaching	build a comprehensive	build a
Portfolio	teaching portfolio,	comprehensive
Development and/ or	Classroom Enquiry and	teaching portfolio,
Classroom Enquiry	Action Research Project	Classroom Enquiry
and Action Research	Report.	and Action Research
Project Report		Project Report and

writing, Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.	Example Collection of artefacts from their internship schools and communities for their professional portfolio. Other documents include; Student exercises, teachers note, pictures of experiments etc. Note: refer to year 3 semester 2 STS hand book pg 114-117 and	discuss the procedure for assessing them. Example Collection of artefacts from their internship schools and communities for their professional portfolio. Other documents include; Student exercises, teachers note, pictures of experiments etc. Note: refer to year 3 semester 2 STS hand book pg 114-117and
	 NTS. 1c. 1.6 Ask tutors to discuss targets and activities in the NTS with mentors and STS partners to improves personal and professional development through lifelong learning and Continuous Professional Development (post internship seminar <i>Refer NTS 1b, 1a, 1c, 1d, 2a</i> 	 NTS. 1c. 1.6 Discuss targets and activities in NTS with mentors and STS partners to improves personal and professional development through lifelong learning and Continuous Professional Development (post internship seminar) Refer NTS 1b, 1a, 1c, 1d, 2a
	1.7 Discuss with tutors the various ways to support students in Action Research Project Report Writing Example; Identifying a problem/topic, setting objectives, methods to use to gather data, and analysing their data, interpretation of pre	1.7 Discuss with tutors the various ways to support students in Action Research Project Report Writing Example; Identifying a problem/topic, setting objectives, methods to use to gather data, and analysing their data,

	and post intervention marks etc. Note: refer to STS hand book and guide them to use the internet.	interpretation of pre and post intervention marks etc. Note: refer to STS hand book and guide them to use the internet	
For each session	1.7 Ask tutors to	1.7 Brainstorm and help	
remember this is the	brainstorm and help	discuss ways by	
final semester before	discuss ways by which	which you can	
Students begin	they can support	support beginning	
teaching provide	beginning teachers	teachers towards	
prompts to help	towards smooth	smooth transition	
support this transition	transition whilst	whilst considering	
for planning and give	considering GESI, CCI,	GESI, CCI, ICT etc.	
regard for GESI, CCI,	ICT etc.		
ICT etc.	Refer to STS Pg 33	Refer to STS Pg 33	
	Example: Tutor brings a	Example: Tutor brings a	
	resource person whom	resource person	
	both male and female	whom both male and	
	can easily relate to	female can easily	
	and who also can	relate to and who	
	speak to the issues at	also can speak to the	
	stake to talk to	issues at stake to	
	student teachers, thus;	talk to student	
	Both males and	teachers, thus;	
	females will be posted	Both male and	
	to arrears where their	female will be posted	
	services are needed,	to arrears where	
	ladies should make	their services are	
	sure they do not	needed, ladies	
	succumb to pressure of	should make sure	
	men while the men	they do not succumb	
	refrain from sexually	to pressure of men	
	harassing the females.	while the men refrain	
	Indeed, all should	from sexually	
	participate in	harassing the	
	community work but	females. Indeed, all	
	know the extent to	should participate in	
	which they will go. All	community work but	
	should make sure they	know the extent to	
	continue their	which they will go.	
	education. They	All should make sure	
	should use	they continue their	
	technological tools	education. They	
	such as phones and	should use	
	laptops to improve	technological tools	
	their carrier etc.	such as phones and	

		laptops to improve their carrier etc.	
 2 Concept Development (New learning likely to arise in lesson/s) : > Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement. 	 2.1 Ask tutors in mixed groups where feasible to identify and discuss the new concepts in lesson 9. Example a. Key components of chapter 3 of a Project Report: Research Design, Population, Sample and Sampling procedure, Research Instruments, Data collection Procedure Data Analysis Plan b. Meaning and purpose of advertisements in a business enterprise. Types of advertisements in a business enterprise c. Uses of key tools to acquire skills, techniques, processes as well as appropriate materials to make Leather and wood items. This will help student teachers to be explorative, creative and innovative in their teaching 	2.1Identify and discuss the new concepts in lesson 9 . Example a. Key components of chapter 3 of a Project Report: Research Design, Population, Sample and Sampling procedure, Research Instruments, Data collection Procedure Data Analysis Plan b. Meaning and purpose of advertisements in a business enterprise. Types of advertisements in a business enterprise c. Uses of key tools to acquire skills, techniques, processes as well as appropriate materials to make Leather and wood items. This will help student teachers to be explorative, creative and innovative in their	15 mins
	2.2 Ask tutors to identify and discuss potential barriers to teaching and learning of lesson 9,	teaching 2.2 Identify and discuss potential barriers to teaching and learning of lesson 9	

	Example	Example:	
	Example i Some student	<i>Example:</i> i Some student	
	teachers may find	teachers may find	
	research	research	
	methodology	methodology	
	difficult.	difficult.	
	ii. College libraries	ii. College libraries	
	may not be well	may not be well	
	equipped and	equipped and	
	resourced for the	resourced for the	
	project	project	
	iii. Learners' religious	iii. Learners' religious	
	background may	background may	
	hinder learning	hinder learning	
	some new things	some new things	
	iv. Many people find	iv. Many people find	
	the making of	the making of	
	Artefact production	Artefact	
	can be time -	production can be	
	consuming and to a	time -consuming	
	greater extent, a	and to a greater	
	waste of time.	extent, a waste of	
		time.	
	Note: Tutors should	Note: Tutors should	
	encourage females	encourage females and	
	and SEN students to	SEN students to take	
	take active part in	active part in activities	
	activities that are	that are	
	equally done by men	Equally done by men	
	and also take a	and also take a	
	community walk to	community walk to	
	interact with female	interact with female and	
	and persons with SEN	persons with SEN	
	performing TVET	performing TVET	
	activities, guide	activities, guide student	
	student teachers to	teachers to go to the	
	go to the market and	market and find	
	find products that are	products that are	
	standardise and are	standardise and are	
	advertised, guide	advertised, guide	
	student teachers on	student teachers on how	
	how to conduct their	to conduct their action	
	action research.	research.	
3.Planning for	3.1 Ask tutors to discuss	3.1. Discuss the	40 mins
teaching, learning and	the concept (s)	concept (s) or/and	
	or/and pedagogy	pedagogy for the	
	or/and pedagogy	peuagogy for the	

ass	sessment activities	for the lesson 9	lesson 9	
for	the lesson/s	Example;	Example;	
\triangleright	· · · · ·	Simulation,	Simulation,	
	discussion of the	practical work	practical work	
	teaching and	independent study,	independent	
	learning activities	group work, Think-	study, group	
	Noting,	Pair-share,	work, Think-Pair-	
Í	addressing, and	brainstorming,	share,	
	explaining areas	questioning,	brainstorming,	
	where tutors may		—	
	,	display of tools	questioning,	
	require	etc.	display of tools	
~	clarification		etc	
	Noting			
	opportunities for	3.2. Ask tutors in pairs to	3.2. Read and discuss the	
	making <i>explicit</i>	read and discuss the	teaching and learning	
	links to the Basic	teaching and learning	activities in lesson 9	
	School Curriculum	activities in lesson 9	Example: working in a	
\succ	Noting	Example: working in a	group to collect and	
	opportunities for	group to collect and	analyse data in an	
	integrating: GESI	analyse data in an	experiment: whole	
	responsiveness	experiment: whole	class discussions on	
	and ICT and 21 st C	class discussions on the	the importance of	
	skills	importance of	advertisement, think,	
\succ	Reading,	advertisement, think,	pair and share,	
	discussion, and	pair and share,	independent study,	
	identification of	independent study, pre	pre video, recording,	
	continuous	video, recording,	practical use of tools	
	assessment	practical use of tools	for woodwork and	
	opportunities in	for woodwork and	leather work etc.	
	the lesson. Each	leather work etc.		
	lesson should			
	include at least	3.2 Ask tutors in groups (if	3.2 Suggest other	
	two opportunities	possible) to suggest	possible teaching and	
	to use continuous	other possible teaching	learning activities for	
	assessment to	and learning activities	teaching lesson 9,	
	support student	for teaching lesson 9,	Example; extended	
	teacher learning,	Example; extended	learning t eaching on	
	subject specific	learning, teaching on	internet platform	
	• •	internet platform	(Microsoft teaching,	
	examples should			
	be provided for	(Microsoft teaching,	Cloud Computing),	
~	SL/HoD	Cloud Computing), field	field survey,	
	Resources: links to	survey, PowerPoint	PowerPoint	
	the existing PD	Presentation, visit to	Presentation, visit to	
	Themes, for	mall, market places to	mall, market places to	
	example, action	take pictures of posters	take pictures of	
	research,	etc. and discuss in class,	posters etc. and	
	questioning and to	etc.	discuss in class, etc.	

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	3.3 Lead tutors to identify and address areas that may need clarification. <i>Example; how action</i> research should be carried out and assessed? How to put together a group of students to carry out project work? What classroom activity can be used to trigger the development of 21 st century skills such as leadership skills, collaborative and cooperative skills in student teachers? etc.	3.3 Identify and address areas that may need clarification. Example; how action research should be carried out and assessed? How to put together a group of students to carry out project work? What classroom activity can be used to trigger the development of 21 st century skills such as leadership skills, collaborative and cooperative skills in student teachers?
	3.4 Ask tutors to discuss opportunities in lesson 9 that will support student teachers to solve challenges they may face during their STS sessions. Example: i. Assessment for learning (AFL) approach to teaching and learning that give feedback to improve students' performance ii. Self-assessment and reflection during the learning process	etc. 3.4 Discuss opportunities in lesson 9 that will support student teachers to solve challenges they may face during their STS sessions. Example: i. Assessment for learning (AFL) approach to teaching and learning that give feedback to improve students' performance ii. Self-assessment and reflection during the learning process.
	3.5 Ask tutors to read and discuss any linkages between the Career	3.5 Read and discuss any linkages between the JHS TVET curriculum and lesson 9.

Technology curriculum in the JHS and lesson 9. Example <i>i. Experimentation- data collection,</i> <i>analysis-putting data</i> <i>into tables and</i> <i>simplifying it,</i> <i>Marketing and</i> <i>advertisement in</i> <i>entrepreneurship,</i> <i>ii.</i> Drawing and labelling of cutting tools on card boards etc. Ref. to Strand 4, 5 and 6.	Example <i>i. Experimentation- data collection,</i> <i>analysis-putting</i> <i>data into tables and</i> <i>simplifying it,</i> <i>Marketing and</i> <i>advertisement in</i> <i>entrepreneurship,</i> <i>ii.</i> Drawing and labelling of cutting tools on card boards etc. Ref. to Strand 4, 5 and 6. etc.	
3.7 Guide tutors to list and discuss how they would facilitate the transfer of ICT and 21 st related skills to their student teachers during the teaching and learning of Lesson 9. <i>example.</i> <i>i. Collaborative</i> <i>learning through</i> <i>team work,</i> <i>ii. Mixed sex/ability</i> <i>group work</i> <i>iii. Independent</i> <i>learning through</i> <i>take home</i> <i>assignments,</i> <i>library research</i> <i>iv. ICT through the</i> <i>use of their phones</i> <i>to surf for</i> <i>information on the</i> <i>internet,</i>	3.7 List and discuss how they would facilitate the transfer of ICT and 21 st related skills to their student teachers during the teaching and learning of Lesson 9. <i>example.</i> <i>i. collaborative</i> <i>learning through</i> <i>team work,</i> <i>ii. mixed sex/ability</i> <i>group work</i> <i>iii. independent</i> <i>learning through</i> <i>take home</i> <i>assignments,</i> <i>library research</i> <i>iv. ICT through the</i> <i>use of</i> <i>their phones to</i> <i>surf for</i> <i>information on the</i> <i>internet,</i>	
3.8 Ask participants to read, identify, and discuss	3.8 Read, identify, and discuss continuous	

continuous assessment opportunities in lesson 9 and how it will help them in preparing student teachers towards final examination and the job market. Note: refer tutors to the NTEAP summary in PD session 1. Focussing on subject portfolio and subject based projects; CA helps student teachers to master the use of tools and materials procedures and processes devoid of fear in examination and quiz.	assessment opportunities in lesson 9 and how it will help them in preparing student teachers towards final examination and the job market. Note: refer tutors to the NTEAP summary in PD session 1. Focussing on subject portfolio and subject based projects; CA helps student teachers to master the use of tools and materials procedures and processes devoid of fear in examination and	
domains to list the resources, tools, equipment and	3.9 In your TVET domains to list the resources, tools and materials needed for teaching	
teaching and learning lesson 9, e.g., Laptop, projector and screen, internet facilities, Drawing board and	lesson 9 in their TVET domains and also use it to carry out action research, e.g., Laptop, projector and screen,	
software, Computers, different types of pencils, Drawing Sheets, Sculpture tools (chisel, adze, gouge, mallet,	Drawing board and Instrument, AutoCAD software, Computers, different types of	
knife, pliers, hammer, clamps, saw; Sculpture materials (clay, P.O.P plasticine, fibre glass, paper pulp, stone, wood, metal, wax, foam, plaster of Paris	pencils, Drawing Sheets, Sculpture tools (chisel, adze gouge, mallet, knife, pliers, hammer, clamps, saw; Sculpture	
	 opportunities in lesson 9 and how it will help them in preparing student teachers towards final examination and the job market. Note: refer tutors to the NTEAP summary in PD session 1. Focussing on subject portfolio and subject based projects; CA helps student teachers to master the use of tools and materials procedures and processes devoid of fear in examination and quiz. 3.9 Ask tutors in their TVET domains to list the resources, tools, equipment and materials needed for teaching and learning lesson 9, e.g., Laptop, projector and screen, internet facilities, Drawing board and Instrument, AutoCAD software, Computers, different types of pencils, Drawing Sheets, Sculpture tools (chisel, adze, gouge, mallet, knife, pliers, hammer, clamps, saw; Sculpture materials (clay, P.O.P plasticine, fibre glass, paper pulp, stone, wood, metal, wax, 	opportunities in lesson 9 and how it will help them in preparing student teachers towards final examination and the job market.opportunities in lesson 9 and how it will help them in preparing student teachers towards final examination and the job market.Note: refer tutors to the NTEAP summary in PD session 1. Focussing on subject portfolio and subject based projects; CA helps student teachers to master the use of tools and quiz.Note: refer tutors to the NTEAP summary in PD session 1.3.9 Ask tutors in their TVET domains to list the resources, tools, equipment and materials needed for teaching and learning lesson 9, e.g., Laptop, projector and screen, internet facilities,3.9 In your TVET domains to list the resources, tools and materials needed for teaching and learning PD lesson 9, e.g., Laptop, projector and screen, internet facilities, Sculpture tools (chisel, adze, gouge, mallet, knife, pliers, hammer, clamps, saw; Sculpture materials (clay, P.O.P plasticine, fibre glass, paper pulp, stone, wood, metal, wax,Sopportunities in lesson 9 and how it will help them in propection and screen, internet facilities, Drawing board and Instrument, clamps, saw; Sculpture tadifferent types of paper pulp, stone, wood, metal, wax,Sopportunities in lesson 9 and how it will help them in propection and screen, internet facilities, Drawing board and Instrument, AutoCAD software, Computers, different types of pencils, Drawing Sculpture tools (chisel, adze gouge, mallet, knife, pliers, hammer, clamps,

		Ask tutors to discuss their tools listed laying much emphasis on locally available tools and materials.	OP, plasticine, fibre glass, paper pulp, stone, wood, metal, wax, foam, plaster of Paris etc. Ask tutors to discuss their tools listed laying much emphasis on locally available tools and materials.	
	Evaluation and view of session: Tutors should Identifying critical friends to observe	4.1 Ask participants to identify a critical friend who will observe their lessons and report at the next PD session.	4.1 Identify a critical friend who will observe their lessons and report at the next PD session.	15 mins
2.	lessons and report at next session Identifying and addressing any outstanding issues relating to the lesson/s for clarification Tutors should be	4.2 Ask participants to discuss any outstanding issues relating to lesson 9, and where necessary surf information from the internet for clarification.	4.2 Discuss any outstanding issues relating to lesson 9, and where necessary surf information from the internet for clarification.	
	expected to have a plan for the next lesson for student teachers	4.3 Ask participants to individually prepare and share draft/plan for lesson 9.	4.3 Prepare and share draft/plan for lesson9.	

Tutor PD Session 10

Age Level: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 10) in the Course Manual
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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. What the SL/HoDs will have to say during each stage of the sess	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in sess 20 mins
session	Session	Session	20 111115
 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 	1.1 Begin the session by inviting a volunteer to give an energizer to set tutors in readiness for the session, e.g., "I am a stimulating beverage; many adults like to drink me to stay active and alert. Children do not like me because I taste bitter. Sugar and milk are my best friends" What is my name? "Coffee"	Session 1.1 Volunteer to give an energizer to set tutors in readiness for the session, e.g., "I am a stimulating beverage; many adults like to take me to stay active and alert, Children do not like me because I taste bitter. Sugar and milk are my best friends" What is my name?	
 indicators ➢ Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations 	 1.2 Ask tutors to reflect and share some of their achievements and challenges during the delivery of lesson 9 with the whole group. 1.3 Ask a volunteer among the critical friends to share his/her observation for a 	 1.2 Reflect and share your achievements and challenges of delivery your lesson 9 with the whole group 1.3 Listen to the critical friend's observations report and share 	

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for any areas where	discussion to promote	your opinion to
tutors might require	effective teaching and	promote effective
clarification on an	learning of lesson 10.	teaching and learning
aspect of the lesson.		of lesson 10.
SL/HoD take feedback		
to gauge	1.4 Lead tutors to read the	1.4 Read the
understanding and	introductory session of	introductory session of
support tutor	lesson 10 in the Course	lesson 10 in your course
engagement.	manual and write down	manual and write down
NB SL/HoD should ask	the Learning Outcomes	the Learning Outcome
tutors to plan for their	(LOs) and Learning	and learning indicators
teaching as they go	Indicators (LIs) of lesson 10	on A4 sheet to share
through the PD	on A-4 sheet and share	with the group.
session	with the group.	with the group.
Session	Guidance Note	Guidance Note
	Agriculture Lesson:	Agriculture Lesson:
	a. Project Report Writing	a. Project Report
	(Chapter 4).	Writing (Chapter 4).
	b. Value addition to fish	b. Value addition to
	products, e.g.,	fish products, e.g.,
	LO.1. Demonstrate	LO.1. Demonstrate
	knowledge and	knowledge and
	understanding of the key	understanding of the key
	features of Chapter 4 of a	features of Chapter 4 of
	Project Report.	a Project Report.
	LI.1 List the key	LI.1 List the key
	components of chapter 4	components of chapter 4
	of a Project Report.	of a Project Report.
	Home Economics	Home Economics
	a. Marketing strategies	a. Marketing strategies
	and channels of	and channels of
	distributing Home	distributing Home
	Economics products:	Economics products:
	Basic marketing	Basic marketing
	strategies- Exhibitions.	strategies-
	b. Project Report Writing	Exhibitions.
	processes (Review of	b. Project Report Writing
	Related Literature and	processes (Review of
	Research	Related Literature and
	Methodology), e.g.,	Research
	LO.1 Demonstrate	Methodology), e.g.,
	knowledge and	LO.1 Demonstrate
	understanding of the	knowledge and
	meaning and purpose of	understanding of the
	exhibitions in a business	meaning and purpose
	enterprise.	of exhibitions in a
		business enterprise.

LI.1: Explain the term	<i>LI.1:</i> Explain the term
exhibition.	exhibition.
Technical	Technical
a. Design project	a. Design project
realization	realization
/preparation of joints.	/preparation of joints.
b. Combustion engine	b. Combustion engine
Systems.	Systems.
c. Method of branch	c. Method of branch
circuit: Ohm's law.	circuit: Ohm's law.
d. Wood Artefacts for	d. Wood Artefacts for
Community centre,	Community centre,
•	•
e.g.,	e.g.,
LO.1 Exhibit knowledge,	LO.1 Exhibit knowledge,
understanding and skills in	understanding and skills
Realising the artefact.	in Realising the artefact.
LI.1 Present	LI.1 Present
written/pictorial report	written/pictorial report
and discuss on the realised	and discuss on the
artefact	realised artefact
(NTS pg. 29, NTECF pg29	(NTS pg. 29, NTECF pg29
Pillar 3)	Pillar 3)
Visual Art	Visual Art
a. Display / Exhibition and	a. Display / Exhibition
Sharing of Leather,	and Sharing of
Basketry, Jewellery	Leather, Basketry,
and Bead, Pottery and	Jewellery and Bead,
Ceramics and	Pottery and Ceramics
Sculptures items	and Sculptures items
b. Project report writing	b. Project report writing
processes: tools for	processes: tools for
Data analysis,	Data analysis,
Discussion of results	Discussion of results
and findings.	and findings,
e.g.,	e.g.,
LO.1 Demonstrate	LO.1 Demonstrate
knowledge and	knowledge and
understanding of basic	understanding of basic
concepts of art exhibitions	concepts of art
-	exhibitions
LI.1: List and explain the	
step-by-step approach to	LI.1: List and explain the
exhibition organization	step-by-step approach to
	exhibition organization
1.5 Guide tutors to read	1.5 Read the overview of
the overview of lesson 10	lesson 10 content and
the overview of lesson 10	
	identify the distinctive

	and identify the distinctive	features of the lesson,
	features of the lesson e.g.,	e.g.,
	a. Handling and analysing	a. Handling and analysing
	Data	Data
	b. finishing and packaging	b. finishing and
	design artefacts	packaging design
	c. sorting items for	artefacts
	exhibition	c. sorting items for
	d. planning and organising	exhibition
	exhibition	d. planning and
		organising exhibition
	e. writing and presenting	
	report	e. writing and presenting
A 11 1 1		report
As this course is	1.6 Ask tutors to identify	1.6 Identify and discuss
dealing with	and discuss some activities	some activities you
supporting and /or	to help the student	would use to help your
assessing the	teachers relate lesson 10	student teachers relate
Professional Teaching	to some lessons they may	lesson 10 to some
Portfolio	teach as beginning	lessons they may teach
Development and/or	teachers.	as beginning Teachers,
the Classroom	e.g.,	e.g.,
Enquiring and Action	a. Engaging student	a. Engaging student
Research Project	teachers to talk about	teachers to talk about
Report writing. Tutors	some relevant TLA for	TLA they can use to
should be provided	the Basic School	teach similar concepts
with guidance on	curriculum.	in the Basic Schools as
what to do including	Or	beginning teachers, Or
organisation of Post	b. Guiding student	b. Guiding student
Internship Seminar.	teachers to study and	teachers to study and
	evaluate sample TLRs	evaluate sample TLRs
	they may use to present	they may use to
	similar lessons on the	present similar lessons
	field.	on the field.
	Note	Note
	Emphasis should be on	Emphasis should be on
	specific functions and	specific functions and
	inclusive uses of the TLRs	inclusive uses of TLRs in
	in lesson delivery.	lesson delivery.
For each session	1.7 Lead tutors to discuss	1.7 Discuss activities that
remember this is the	activities that can be used	you can use to assist
final semester before	to assist student teachers	your student teachers to
Students begin	to effectively use	effectively use classroom
teaching provide	classroom enquiring and	enquiring and action
prompts to help	action research findings as	research findings as well
support this transition	well as exhibitions to	as exhibitions to enhance
for planning and give	enhance School-	School- Community
		relationship,
		· · · · · · · · · · · · · · · · · · ·

regard for GESI, CCI, ICT etc.	Community relationship, e.g., a. Organizing a post research seminar for students to share their research findings and recommendations Or b. Organise a post exhibition forum for student teachers to share their observations and suggest ways to effectively use exhibition to teach the Career Technology Course in the JHS. Note: Encourage tutors to remind the student teachers to take pictures and videos recording of the post research/exhibition seminars, forums and other relevant documentation records to be added to their Professional Teaching	e.g., a. Organizing a post research seminar for students to share their research findings and recommendations Or b. Organise a post exhibition forum for student teachers to share their observations and suggest ways to effectively use exhibition to teach the Career Technology Course in the JHS. Note: Remind the student teachers to take pictures and videos recording of the post research/exhibition seminars, forums and other relevant documentation records to be added to their Professional Teaching Portfolio.	
 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be 	 Portfolio. Concept Development 2.1 Ask tutors to read the lesson description of lesson 10 in the Course manual and outline the new concept(s) of lesson 10 on a sticky note pad to share with the whole group. Guidance Note Agriculture: a. Data analysis: statistical instruments (frequency tables, pie charts, cross tabulation). b. Concepts of validity and reliability. 	Concept Development 2.1 Read the lesson description for lesson 10 in the course manual and outline the new concept(s) in lesson 10 on a sticky note pad to share with the whole group. Guidance Note Agriculture: a. Data analysis: statistical instruments (frequency tables, pie charts, cross tabulation).	15 mins

explored with the	c. Value addition in fish	b. Concepts of validity	
SL/HoD	processing.	and reliability.	
NB The guidance for	d. Food quality and safety	c. Value addition in fish	
SL/HoD should set out	standards.	processing.	
what they need to do		d. Food quality and	
to introduce and		safety standards.	
explain the issues/s			
with tutors, they	Home Economics	Home Economics	
should take feedback	a. Marketing strategies	a. Marketing strategies	
to gauge	(exhibition)	(exhibition)	
understanding and	b. Mounting exhibition in	b. Mounting exhibition	
support tutor	Home Economics (types	in Home Economics	
engagement.	of exhibitions, planning	(types of exhibitions,	
	and selecting items for	planning and selecting	
	exhibition).	items for exhibition).	
	c. Project report writing	c. Project report writing	
	process	process	
	d. Literature Review	d. Literature Review	
	(sources and	(sources and	
	referencing) e. Research	referencing) e.	
	Design (action research	Research Design	
	and experimental	(action research and	
	design) Technical	experimental design) Technical	
		a. Manufacturing	
	a. Manufacturing process (finishes)	process (finishes)	
	b. Cutting list preparation	b. Cutting list	
	c. Scaled modelling,	preparation	
	d. Exhibition of artefacts	c. Scaled modelling,	
	e. Vehicle maintenance	d. Exhibition of artefacts	
	in the metal and	e. Vehicle	
	automotive industries.	maintenance in the	
		metal and automotive	
		industries.	
	Visual Art	Visual Art	
	a. Organising exhibition in	a. Organising exhibition	
	Visual Art (Leather	in Visual Art (Leather	
	work, Basketry,	work, Basketry,	
	Jewellery and Bead	Jewellery and Bead	
	making, Pottery and	making, Pottery and	
	Ceramics, Sculpture).	Ceramics, Sculpture).	
	b. Planning and	b. Planning and	
	organisational skills.	organisational skills.	
	c. Displaying 2-D and 3-D	c. Displaying 2-D and 3-D	
	products.	products.	

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e. Project report writing processes f. Tools for data analysis.	e. Project report writing processesf. Tools for data analysis.	
2.2 Using shower thought engage tutors in their respective course groups to discuss potential barriers to the teaching and learning of lesson 10,	2.2 Share your thought on the potential barriers to the teaching and learning of lesson 10, e.g.,	
e.g., a. Some student teachers may perceive data analysis to be difficult.	a. Some student teachers may perceive data analysis to be difficult.	
b. Difficulty and danger of generating electricity in the workshop due to lack of appropriate tools and equipment.	b. Difficulty and danger of generating electricity in the workshop due lack of appropriate tools and equipment.	
c. Some tutors and student teachers may find it difficult and expensive to organise exhibition	c. Some tutors and student teachers may find it difficult and expensive to organise exhibition	
d. Some student teachers may not complete their project work for the exhibition.	d. Some student teachers may not complete their project work for the exhibition.	
 2.3 Lead tutors to discuss some possible ways to resolve the barriers identified in 2.2, e.g., Possible Solutions: a. Encourage teamwork and pulling together the 	 2.3 Discuss the possible ways to resolve the barriers identified in 2.2, e.g., Possible Solutions: a. Encourage teamwork and pulling together 	
limited resources for projects b. Provide technical assistance or technical resource persons for student teachers	the limited resources for projects b. Provide technical assistance or technical resource persons for student teachers	

1		· · · ·	
	handling dangerous	handling dangerous	
	systems like electricity	systems like electricity	
	and also for data	and also for data	
	analysis, or	analysis, or	
	c. Prepare and use pre-	c. Prepare and use pre-	
	video recordings from	video recordings	
	sources (YouTube, Khan	from sources	
	Academy, Coursera,	(YouTube, Khan	
	Udemy, MOOCs) to	Academy, Coursera,	
	discuss the following: -	Udemy, MOOCs) to	
	i. Functions of the	discuss the following:	
	Components of the	-	
	Electrical/Electronic	i. Functions of the	
	ii. Food processing and	Components of the	
	packaging system of	Electrical/Electroni	
	vehicles		
	d. Plan exhibitions with	C ii. Food processing	
		ii. Food processing	
	the capacity of all	and packaging	
	student teachers in	system of vehicles	
	mind.	d. Plan exhibitions with	
		the capacity of all	
		student teachers in	
		mind.	
3.Planning for	Planning for teaching	Planning for teaching	40 mins
teaching, learning and	3.1. Guide tutors to read	Planning for teaching 3.1. Read the teaching	40 mins
-		Planning for teaching	40 mins
teaching, learning and	3.1. Guide tutors to read	Planning for teaching 3.1. Read the teaching	40 mins
teaching, learning and assessment activities	3.1. Guide tutors to read the teaching/learning	Planning for teaching 3.1. Read the teaching and learning activities	40 mins
teaching, learning and assessment activities for the lesson/s	3.1. Guide tutors to read the teaching/learning activities and list the new	Planning for teaching 3.1. Read the teaching and learning activities and list the new	40 mins
teaching, learning and assessment activities for the lesson/s ➤ Reading and	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being	40 mins
teaching, learning and assessment activities for the lesson/s ➤ Reading and discussion of	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10	40 mins
teaching, learning and assessment activities for the lesson/s ➤ Reading and discussion of the teaching	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further	40 mins
 teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the teaching and learning 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g.,	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g.,	40 mins
teaching, learning and assessment activities for the lesson/s ➤ Reading and discussion of the teaching and learning activities	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of	40 mins
 teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the teaching and learning activities ➢ Noting, addressing, 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work)	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas:	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas:	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis,	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis,	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles	40 mins
 teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the teaching and learning activities ➢ Noting, addressing, and explaining areas where tutors may require clarification ➢ Noting 	3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc.	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc.	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification Noting opportunities 	 3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Identify alternative	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification Noting opportunities for making 	 3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Engage tutors to identify alternative 	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Identify alternative pedagogy that can be	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification Noting opportunities for making explicit links to 	 3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Engage tutors to identify alternative pedagogies that can be	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Identify alternative pedagogy that can be used to assist your	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification Noting opportunities for making explicit links to the Basic 	 3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Engage tutors to identify alternative pedagogies that can be used to assist the student	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Identify alternative pedagogy that can be used to assist your student teachers link the	40 mins
 teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification Noting opportunities for making explicit links to 	 3.1. Guide tutors to read the teaching/learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Engage tutors to identify alternative pedagogies that can be	Planning for teaching 3.1. Read the teaching and learning activities and list the new pedagogies being introduced in lesson 10 that may require further explanation. e.g., Illustrative teaching of procedures (group and individual practical work) in the following areas: a. electrical/ electronic system of vehicles b. Data analysis, c. Exhibition, etc. 3.2 Identify alternative pedagogy that can be used to assist your	40 mins

\triangleright	Noting	STS activities in the Basic	activities in the Basic	
	opportunities	Schools Curriculum, e.g.,	Schools Curriculum, e.g.,	
	for integrating:	a. Guiding student	a. Guiding student	
	GESI	teachers to surf the Basic	teachers to surf the Basic	
	responsiveness	School Curriculum to	School Curriculum to	
	and ICT and	identify and list the key	identify and list the key	
	21 st C skills	related concepts and	related concepts and	
\triangleright	Reading,	pedagogy.	pedagogy.	
	discussion, and	b. Panel group	b. Panel group	
	identification	presentation (a host	presentation (a host	
	of continuous	soliciting ideas from a	soliciting ideas from a	
	assessment	panelist on selected	panelist on selected	
	opportunities	concepts and pedagogy).	concepts and pedagogy).	
	in the lesson.			
	Each lesson	NB. Remind tutors to set	NB. Set laboratory,	
	should include	laboratory, workshop,	workshop, studio and	
	at least two	studio and farm rules to	farm rules to promote	
	opportunities	promote safety practices	safety practices as	
	to use	as student teachers use	student teachers use	
	continuous	tools and machines.	tools and machines.	
	assessment to	Enforce workshop safety	Enforce workshop safety	
	support	rules to the latter.	rules to the latter.	
	student			
	teacher	3.3. Ask tutors in their	3.3 Read and discuss the	
	learning,	respective TVET groups to	teaching and learning	
	subject specific	read and discuss the	activities in respective	
	examples	teaching and learning	manuals and align them	
	should be	activities and align them to	to LOs, LIs, identified in	
	provided for	LOs, LIs, identified in 1.4	1.4 above.	
~	SL/HoD	above.		
	Resources:			
	links to the	3.4 Invite tutors to ask	3.4 Ask questions on any	
	existing PD	questions on any teaching	teaching and learning	
	Themes, for	and learning activity they	activity you perceive to	
	example,	perceive as a challenge.	be challenging.	
	action	2.2. Logid trategies to Dustin	2.2 Duein comite and share	
	research,	3.3 Lead tutors to Brain-	3.3 Brain-write and share	
	questioning and to other	write and share some	some innovative ways of	
	external	innovative ways of using	using lesson 10 to help	
		lesson 10 to help the student teachers share	your student teachers	
	reference		share their experiences	
	material:	their experiences from	from living in their STS	
	literature, on	living in their STS	communities during the	
	web, Utube,	communities during the	extended teaching	
	physical	extended teaching STS	(internship), e.g.,	
	resources,	programme, e.g.,		
	power point;	1		

 how they should be used. Consideration needs to be given to local availability ➤ Tutors should be expected to have a plan for 	 a. Organising a role play on school community relationship or b. Setting up a panel review session to discuss issues of living in a rural community as a beginning teacher. 3.4 Invite a volunteer to do 	 a. Organising role play on school community relationship or b. Setting up a panel review session to discuss issues of living in a rural community as a beginning teacher. 3.4 Think and volunteer 	
the next lesson for student teachers	a brief model presentation on any activity that need further clarification.	to do a brief model presentation on any activity that need further clarification.	
	3.5 Ask tutors to talk in pairs using their shoulder partners (if possible) on possible ways of assisting student teachers to make use of the new knowledge and skills gained in the lesson as beginning teachers in the field of	3.5 Talk with your shoulder (if possible) partner on possible ways of assisting student teachers to make use of the new knowledge and skills gained in the lesson as beginning teachers in the field of work.	
	work. Note: Encourage tutors to Remind the students	Note: Remind the students teachers to look out for	
	teachers to look out for	similarities and	
	the similarities and	differences of lesson 10	
	differences of lesson 10	in relation to the Basic	
	content to the Basic	School curriculum for a	
	School Curriculum for a whole class reflection.	whole class reflection	
	3.6 Ask tutors to pick an elbow friend (if possible) in	3.6 Pick an elbow friend (if possible) in your	
	their groups to share with	domain groups to tell	
	same (him or her) one way	him or her one way of	
	of helping student teachers to actively	helping student teachers to actively integrate	
	integrate GESI, ICT and 21 st	GESI, ICT and 21 st C skills	
	C skills in their lessons and	in their lesson and share	
	share with the whole	with the whole group,	
	group, e.g.,	e.g.,	
	a. GESI: Monitoring to	a. GESI Monitoring to	
	ensure active involvement	ensure active	

of all atudanta (malas	involvement of all	
of all students (males,	involvement of all	
females and SEN students,	students (males, females	
students of different	and SEN students,	
religious and social-	students of different	
cultural as well as	religious and social-	
economic background) in	cultural as well as	
group activities	economic background) in	
b. ICT: Engaging student	group activities.	
teachers to use their smart	b. ICT: Engaging student	
phone to surf the internet	teachers of smart phone	
for relevant content and	to surf internet for	
pedagogical information,	relevant content and	
prepare PowerPoint	pedagogical information,	
presentation, visit	prepare PowerPoint	
YouTube and MOOC for	presentation, visit	
suitable videos for lesson	YouTube and MOOC for	
10.	suitable videos for lesson	
	10.	
c.SEN: Guiding students,	c.SEN: Guiding students,	
(males, females and	(males and persons with	
persons with disabilities)	disabilities) to play	
to play leading roles, e.g.,	leading roles, e.g.,	
female leading data	female leading analysis	
analysis activities, give	activities, give prompts	
prompts to support all	to support all learners to	
learners to develop	develop prototype for	
prototype for design	design works.	
works.		
d. ICT: Assigning students	d. ICT: Assigning	
teachers in groups to use	students teachers in	
their smart phone to surf	groups to use their smart	
internet for relevant	phone to surf internet	
information, PowerPoint	for relevant information,	
presentation, videos of	PowerPoint	
sample lessons of student	presentation, videos of	
teachers and picture and	sample lessons of	
print materials,	student teachers and	
	picture and print	
	materials,	
e. 21st C Skills , e.g., Critical	e. 21st C Skills , e.g.,	
	_	
thinking and problem	Critical thinking and	
solving through reflecting	problem solving through	
and idea sharing during	reflecting and sharing	
group work. Creativity and	ideas during group work.	
innovation by	Creativity and innovation	

conceptualizing design	by conceptualizing	
ideas from the natural and	design ideas from the	
artificial environment to	natural and artificial	
develop porotypes.	environment to develop	
Personal development and	porotypes. Personal	
-		
leadership skills by taking	development and	
lead positions in group	leadership skills by taking	
presentation and	lead positions in group	
participating peer reviews	presentation and	
and seminars activities.	, participating peer	
3.6 Engage tutors to write	reviews and seminars	
the teaching and learning	activities.	
resource indicated in the	3.6 Write the teaching	
course manual on stick	and learning resource	
note pad and discuss how	indicated in your course	
to acquire them before the	manuals on stick note	
lesson, e.g.,	pad and discuss how to	
Exhibition of artefacts and	acquire them before the	
	•	
prototypes, posters,	lesson e.g.,	
pictures, models, pre-	Exhibition artefacts and	
recorded videos, smart	prototypes, posters,	
phone, computers and	pictures, pre-recorded	
computer soft wear (Auto	videos, smart phone,	
Card), sample Basic School	computers and computer	
Standard Based Curriculum		
	soft wear (Auto Card),	
for Career Technology.	sample Basic School	
	Standard Based	
	Curriculum for Career	
	Technology.	
Resource for self-	Resource for self-	
preparation e.g.,	preparation e.g.,	
•••	• •	
a. Planning with	a. Planning with	
Technology	Technology	
<u>https://www.youtube.c</u>	<u>https://www.youtube.</u>	
om/watch?v=vTDh-	<u>com/watch?v=vTDh-</u>	
h7Xti4	h7Xti4	
b. Teaching with	b. Teaching with	
-	-	
technology	technology	
https://www.youtube.c	https://www.youtube.	
<u>om/watch?v=C7etwbRq</u>	<u>com/watch?v=C7etwb</u>	
<u>asa</u>	<u>Rqqsq</u>	
c. Assessing learners	c. Assessing learners	
with technology -	with technology -	
	• ·	
httpc://www.woutubo.com		
https://www.youtube.com	<u>https://www.youtube.co</u>	
https://www.youtube.com /watch?v=2sd9YyqTGiq	<u>nttps://www.youtube.co</u> <u>m/watch?v=2sd9YyqTGiq</u>	

 4. Evaluation and review of session: ➤ Tutors should Identifying critical friends to observe lessons and report 	 3.7 Invite tutors to share a brief outline of their lesson 10 delivery plan to ensure efficient presentation Evaluation 4.1 Lead tutors to review the session to recap the issues discussed and state any issue that need further clarification 	 3.7 Share the outline of your lesson 10 delivery plan to ensure efficient presentation. Evaluation 4.1 Recap and share the key issues discussed in today's session and state any issue that need further clarification. 	15 mins
relating to the lesson/s for clarification	 and provide feedback to improve practice and enhance teaching and learning among student teachers 4.3 Encourage tutors to read the lesson 11 in their respective course manuals and PD manuals for the next PD session. 	feedback to improve your practice and enhance teaching and learning among student teachers. 4.3 Remember to read the lesson 11 in your course manuals and PD manuals to prepare for the next PD session.	

Tutor PD Session 11

Level: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during	Time in session
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		each stage of the session.	
the course manual/s. 1 Introduction to the	1.1. Ask a tutor to start	1.1. Start the session	20 mins
 session ➢ Review prior learning 	the session with an icebreaker. e.g., TVET domains are	with an icebreaker. e.g., TVET domains are Technical, Visual Art,	
 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 	Technical, Visual Art, Home Economics and Agriculture. But when the V is taken out of the abbreviation and replaced with Z, it becomes <i>TZET</i> which is a food prepared bythe <i>HOME</i> <i>ECONOMICS</i> , planted and processed by <i>AGRICULTURE</i> , machine used to process	Home Economics and Agriculture. But when the V is taken out of the abbreviation and replaced with Z, it becomeswhich is a food prepared by 	
 indicators Overview of content and identification of any distinctive aspects of the lesson/s, 	the grains manufactured by <i>TECHNICAL</i> and eaten in bowls and plates designed and produced through ideation by <i>THE</i> <i>VISUAL ARTIST</i>	bowls and plates designed and produced through ideation by	
NB The guidance for SL/HoD should identify, address and <i>provide explanations</i>	1.2. Lead a discussion on how tutors went about transmitting and transferring the	 How did you go about transmitting and transferring the identified core 	

for any areas where	identified core	competences of
tutors might require	competences of lesson	lesson 10 to student
clarification on an	10 to student teachers	teachers during the
aspect of the lesson.	during the lessons.	lessons?
SL/HoD take feedback		
to gauge	1.3. Use the critical friend's	1.3. Discuss critical
understanding and	report to illustrate the	friend's findings
support tutor	discussions.	during lesson 10.
engagement.		
NB SL/HoD should ask	1.4. Lead tutors to read	1.4. Read and discuss the
tutors to plan for their	and discuss the	introductory
teaching as they go	introductory sections	sections of the
through the PD	of the lesson up to	lesson up to and
session	and including learning	including learning
50551011	outcomes and	outcomes and
	indicators of lesson	indicators of lesson
		11.
	11, e.g. ask these	
	questions to establish	about transmitting and
	the uniqueness of	transferring the
	lesson 11 among	identified core
	others	competences of
	a. Are the LOs and LIs	lesson 10 to student
	aligned?	teachers during the
	b. Are they achievable?	lessons.
	c. From the Lesson	e.g. Answer these
	description and the	questions to
	Purpose of the Lesson,	establish the
	what is/are the focus of	uniqueness of
	the lesson?	lesson 11
	d. How do you see the	a. Are the LOs and LIs
	flow of the lesson 11,	aligned?
	does it follow lesson 10	b. Are they achievable?
	logically? Can lesson 10	c. From the Lesson
	constitute a good RPK	description and the
	for lesson 11? etc.	Purpose of the Lesson,
	NB:	what is/are the focus
	The discussion must be	of the lesson?
	based on the different	d. How do you see the
	lesson topics as it flows	flow of the lesson 11,
	logically in 10 and 11 in	does it follow lesson
	the Course Manual:	10 logically? Can
		lesson 10 constitute a
		good RPK for lesson
		11? etc.
		11; C(C.

	1.5. Ask tutors to identify	1.5. Identify any	
	any distinctive aspects	distinctive aspects	
	of lesson 11.	of lesson 11.	
	(Confer from discussions in	(Confer from discussions	
	1.4 above)	in 1.4 above)	
As this course is	1.6. Lead a discussion on	1.6. Read and discuss	
dealing with	how tutors can	how they will	
supporting and or	support the building	support and or	
assessing the	of the Professional	assess the	
Professional Teaching	Teaching Portfolios as	Professional	
Portfolio	well as the Classroom	Teaching Portfolio	
Development and the	Enquiry or the Action	Development or	
Classroom Enquiry or	Research Project	and Classroom	
Action Research	Report writing.	Enquiry the Action	
Project Report		Research Project	
writing, tutors need		Report writing.	
to be provided with	e.g.,	e.g.,	
guidance on what to	Guide student teachers to	Guide student teachers	
do including	identify:	to identify:	
organisation of Post	a. Items that go into the	a. Items that go into the	
Internship Seminar.	Professional teaching	Professional teaching	
	portfolio, e.g.,	portfolio, e.g.,	
	Curriculum Vitae (CV),	Curriculum Vitae	
	Student Reflective	(CV), Student	
	Journal (SRJ), evidence	Reflective Journal	
	of evaluations from	(SRJ), evidence of	
	STS, sample assessed	evaluations from STS,	
	learners' works from STS) teaching and	sample assessed learners' works from	
	target setting, evidence	STS) teaching and	
	of continuous	target setting,	
	professional	evidence of	
	development (CPD),	continuous	
	etc.	professional	
		development (CPD),	
		etc.	
	For Action Research, tutor	For Action Research,	
	may guide the student	tutor may guide the	
	teachers to:	student teachers to:	
	a. identify a problem in	a. identify a problem in	
	the classroom	the classroom	
	b. diagnoses the problem	b. diagnoses the	
	by vividly stating the	problem by vividly	
	problem	stating the problem	
	c. collect data (both		
	primary and secondary		

d. analyse data	c. collect data (both	
e. design and apply an	primary and	
intervention	secondary	
f. monitor the result	d. analyse data	
g. write a report	e. design and apply an	
	intervention	
Refer links below for a	f. monitor the result	
review of videos used in	g. write a report	
PD Session 1	Refer links below for a	
Presentation of individual	review of videos used in	
reflective notes on analysis	PD Session 1	
of the videos with the links:	Presentation of	
	individual reflective	
https://woutu.ba/TDNA/695	-	
https://youtu.be/TPJWh85	notes on analysis of the	
Xt9k	videos with the links:	
https://youtu.be/860LtRxP	https://youtu.be/TPJWh	
<u>3rw</u>	<u>85Xt9k</u>	
https://youtu.be/zcA2B41	https://youtu.be/860LtR	
<u>Wym8</u>	<u>xP3rw</u>	
	https://youtu.be/zcA2B4	
	<u>1Wym8</u>	
1.7. Assist tutors to	1.7. Identify and discuss	
identify and discuss	development of	
development of	components of the	
components of the	PTP and Classroom	
PTP and Classroom	Enquiry or Action	
Enquiry or Action	Research report	
Research report	writing.	
writing.	e.g.,	
•	Support on the	
e.g., Support on the compilation	compilation and filling of	
Support on the compilation	, , , , ,	
and filling of artefact, such	artefact, such as	
as pictures, videos, audio	pictures, videos, audio	
tapes, reports from whole	tapes, reports from	
Classroom Enquiry or	whole Classroom Enquiry	
Action Research, reviewed	or Action Research,	
personal teaching	reviewed personal	
philosophy, entries in the	teaching philosophy,	
SRJ, etc.	entries in the SRJ, etc.	
1.8. Guide tutors to discuss	1.8. Guide tutors to	
the need to develop	discuss the need to	
the Professional	develop the	
Teaching Portfolio	Professional	
_	FIOIESSIOIIAI	
Development.		

	e.g.,	Teaching Portfolio
	i. It is a characteristic	Development.
	of a professional	e.g.,
	teacher for	i. It is a
	promotion.	characteristic of a
	ii. It serves as records	professional
	and reference	teacher for
	material of one's	promotion.
	professional work	ii. It serves as
	over time.	records and
		reference
		material of one's
		professional work
		over time.
	Refer to STS Year Three	Refer to STS Year Three
	School Placement	School Placement
	Handbook.	Handbook.
	Table 8.2.7.2 pg. 117.	Table 8.2.7.2 pg. 117.
For each session	1.9. Lead a discussion on	1.9. Lead a discussion on
remember this is the	how tutors can	how tutors can
final semester before	support student	support student
Students begin	teachers' transition	teachers' transition
teaching provide	from extending	from extending
prompts to help	teaching to a	teaching to a
support this transition	beginning teacher	beginning teacher
for planning and give	stage, while also	stage, while also
regard for GESI, CCI,	drawing attention to	drawing attention to
ICT etc.	such cross-cutting	such cross-cutting
	issues as GESI, CCI,	issues as GESI, CCI,
	ICT, etc.	ICT, e.g.,
	e.g.,	iv. Embedding
	i. Embedding videos,	videos, pictures
	pictures and also	and also the use
	the use of	of projectors, do
	projectors, do	power Point
	power Point	presentations,
	presentations, etc.	etc. into lessons.
	into lessons.	v. Giving equal
	ii. Giving equal	opportunities to
	opportunities to	learners
	learners	irrespective of
	irrespective of sex,	sex, SEN or
	SEN or religious	religious and
	and socio-cultural	socio-cultural
	status when	status when
	teaching	teaching

			1
	iii. They should show	vi. They should show	
	professional	professional	
	attitudes and	attitudes and	
	values and also	values and also	
	problem-solving	problem-solving	
	skills in the TVET	skills in the TVET	
	domains.	domains.	
2 Concept	2.1. Ask tutors to read	2.1. read through the	15 mins
Development (New	through the overview	overview of lesson	
learning likely to arise	of lesson 11and list	11and list new	
in lesson/s) :	new concepts in the	concepts in the	
 Identification and 	lesson.	lesson.	
discussion of new		1833011.	
	2.2. Lead a discussion on	2.2. Discuss the new	
learning, potential barriers to			
	the new learning in	learning in the	
learning for	lesson 11.	lessons 11.	
student teachers	Agriculture:	Agriculture:	
or students, new	I. Agriculture	i. Agriculture Exhibition	
concepts or	Exhibition	ii. Project Report	
pedagogy being	II. Project Report	Writing (Chapter 5:	
introduced in the	Writing (Chapter 5:	Summary, Findings,	
lesson, which	Summary, Findings,	Conclusions and	
need to be	Conclusions and	Recommendation.	
explored with the	Recommendation.	Technical:	
SL/HoD	Technical:	i. Manufacturing	
NB The guidance for	I. Manufacturing	process and	
SL/HoD should set out	process and	production of the	
what they need to do	production of the	final artefact.	
to introduce and	final artefact.	ii. Methods of teaching	
explain the issues/s	II. Methods of teaching	metal and	
with tutors, they	metal and	automotive	
should take feedback	automotive	technology courses in	
to gauge	technology courses	the classroom and	
understanding and	in the classroom and	workshop.	
support tutor	workshop.	iii. Amplifiers.	
engagement.	III. Amplifiers.	Iv. Teaching Learning	
chousement.	IV. Teaching Learning	Resources for	
	Resources for	teaching Woodwork	
	teaching Woodwork	in Classroom.	
	in Classroom.	Home Economics:	
	Home Economics:	i. Marketing strategies	
	I. Marketing	and channels of	
	strategies and	distributing Home	
	channels of	Economics products:	
	distributing Home	Basic sale strategies-	
	Economics products:	sale and distribution	
	Basic sale		

strategies- sale and	
distribution	
II. Project Report	ii Project Report
Writing (Chapter 4:	Writing (Chapter 4:
Analysis of Data and	Analysis of Data and
Chapter 5:	Chapter 5: Summary,
Summary,	Conclusions and
Conclusions and	Recommendation).
Recommendation).	
Visual Arts:	Visual Arts:
I. Display / Exhibition	I Display / Exhibition
and Sharing of	and Sharing of
Leather items (II).	Leather items (II).
II. Display / Exhibition	ii. Display /Exhibition
and Sharing of	and Sharing of
•••	5,5
Basketry products	Basketry products
(11).	(11).
III. Display / Exhibition	lii. Display /Exhibition
and Sharing of	and Sharing of
Jewellery and Bead	Jewellery and Bead
items (II).	items (II).
IV. Display / Exhibition	iv. Display/Exhibition
and Sharing of	and Sharing of
Pottery and	Pottery and Ceramics
•	-
Ceramics items (II).	items (II).
V. Display / Exhibition	vi. Display / Exhibition
and Sharing of	and Sharing of
Sculptures (II).	Sculptures (II).
VI. Project Report	li. Project Report
Writing (Chapter 5:	Writing (Chapter 5:
Summary, Findings,	Summary, Findings,
Conclusions and	Conclusions and
Recommendation),	Recommendation),
etc.	etc.
ειι.	
2.3. Ask tutors to brain-	2.2. Brain wright and
	2.3. Brain-wright and
write on 'A4' sheets/	share potential barriers
flip chart potential	and possible approaches
barriers to students'	to overcome the
learning and	barriers.
brainstorm possible	
approaches to	
overcome them	
Barrier	Barrier
Some student	Some student
teachers may find	teachers may find
art exhibitions	art exhibitions

	difficult work	difficult work	
	because it involves	because it	
	a lot of planning,	involves a lot of	
	coordinating,	planning,	
	walking and	coordinating,	
	money.	walking and	
		money.	
Solut	tion	Solution	
	Student teachers	Student teachers	
	should be taken	should be taken	
	through training	through training	
	and workshops	and workshops	
	where an invited	where an invited	
	resource person like	resource person	
	curators and	like curators and	
	renowned artists to	renowned artists	
	guide them through	to guide them	
	the procedures to	through the	
	follow to both	procedures to	
	organize solo and	follow to both	
	group exhibitions.	organize solo and	
		group exhibitions.	
Barri	ier	Barrier	
	Writing and	Writing and	
	preparation for the	preparation for	
	exhibition may be a	the exhibition	
	barrier to student	may be a barrier	
	teachers.	to student	
		teachers.	
Solut	tion	Solution	
	Student teachers	Student teachers	
	should be taken	should be taken	
	through the writing	through the	
	preparation as part	writing	
	of the preparation	preparation as	
	for the exhibition.	part of the	
		preparation for	
		the exhibition.	
Barri	ier	Barrier	
	Students' attitude	Students' attitude	
	towards activity-	towards activity-	
	based learning.	based learning.	
Solut	tion	Solution	
	Students should be	Students should	
	put in working	be put in working	
	groups with well-	groups with well-	
	demarcated roles	demarcated roles	

		so that all can play	so that all can	
		their part.	play their part.	
	ning for	3.1. Ask tutors to write	3.1. Write three major	40 mins
teachi	ng, learning and	three major concepts/	concepts/pedagogies	
assess	ment activities	pedagogies introduced	introduced in lesson 11	
for the	e lesson/s	in lesson 11 on sticky	on a sticker and share.	
\triangleright	Reading and	note pad and share.		
	discussion of	(Refer to the lesson 11 in	(Refer to the lesson 11 in	
	the teaching	the course manuals)	the course manuals)	
	and learning			
	activities	3.2. Walk tutors through	3.2. Walk through one	
\succ	Noting,	one of the learning	learning activities	
	addressing,	activities using one of	using one of the	
	and explaining	the prescribed	prescribed	
	areas where	pedagogies for lesson	pedagogies for lesson	
	tutors may	11.	11.	
	require	e.g., walk tutors through	e.g., walk tutors	
	clarification	how to organise a	through how to	
\succ	Noting	Visit to	organise a	
	opportunities	exhibitions/practicing	Visit to	
	for making	studios, workshops of a	exhibitions/practicing	
	explicit links to	renowned resource	studios, workshops of	
	the Basic	person, or to a,	a renowned resource	
	School	historical sites related	person, or to a,	
	Curriculum	to lesson 11.	historical sites related	
\succ	Noting		to lesson 11	
	opportunities			
	for integrating:	NB. In addition to	NB. In addition to	
	GESI	provisions in the manual,	provisions in the	
	responsiveness	tutors may explore other	manual, tutors may	
	and ICT and	approaches and resources	explore other	
	21 st C skills	in the lesson delivery.	approaches and	
\triangleright	Reading,		resources in the lesson	
	discussion, and		delivery.	
	identification			
	of continuous	3.2. Guide tutors in groups	3.2. Identify the areas	
	assessment	to find and discuss areas in	that require clarification.	
	opportunities	lesson 11 that may require	e.g.,	
	in the lesson.	clarifications.	i. Summary is different	
	Each lesson	e.g.,	from conclusion in	
	should include	i. Summary is different	Project report writing.	
	at least two	from conclusion in	ii. Displaying/exhibiting	
	opportunities	Project report writing.	artefact follows the	
	to use	ii. Displaying/exhibiting	same exhibition	
	continuous			
		artefact follows the same	procedures.	
	assessment to	exhibition procedures.		
	support			

student	NB: Tutors may use IC	T NB: Tutors may use ICT
teacher	tools like videos from	tools like videos from
learning ,	YouTube,	YouTube,
subject spe	,	
examples	and computer and als	
should be	Resource persons to s	
	•	
provided fo	·	
SL/HoD	on these areas for	experiences with learners
Resources:	,	on these areas for
links to the		clarification.
existing PD		
Themes, fo		
example,	through the course	linkages with the JHS
action	manuals and trace lin	
research,	with JHS School	strand 9.10, 11, 12, 13,
questioning		d 14 of the Career
and to othe	er 9.10, 11, 12, 13, 14 of	the Technology Curriculum.
external	Career Technology	
reference	Curriculum.	
material:		
literature,	on 3.4. Identify and discu	ss 3.4. Identify and discuss
web, Utube	e, how to integrate	GESI how to integrate
physical	responsiveness, I	CT GESI
resources,	and 21 st C skills in	to responsiveness, ICT
power poir	nt; the teaching and	and 21 st C skills into
how they	learning of lessor	11 the teaching and
should be	NB	learning of lesson 11
used.	Tutors should be Care	_
Considerat	-	
needs to be		_
given to loo	,	, , , , , , , , , , , , , , , , , , , ,
availability		
Tutors show	-	observed while special
be expecte	5	-
have a plar		student with SEN. For ICT
the next les		
for student	, , ,	
teachers	using Mobile Phones,	MOOCS (Coursera, etc.),
icachers	laptop computer/PCs,	
	Tutors may also inculo	
	21^{st} C skills using:	etc.
	I. Group work	
	•	Tutors may also inculcate
	(collaborative)	_
	social skills)	I. Group work
	II. Project work	(collaborative/
	(creative and	social skills)
	innovative skill	S)

III. Self-motivation (life-long learning/ personal life skills), etc. NB:	 II. Project work (creative and innovative skills) III. Self-motivation (life-long learning/ personal life skills), etc. NB:
NTECF p 21; NTS 13 Refer to NTS, 2a, 2b, 2c, 2e, 2f, 2i, 2j	NTECF p 21; NTS 13 Refer to NTS, 2a, 2b, 2c, 2e, 2f, 2i, 2j
3.5. Ask tutors to read the assessment component of Lesson 11 in the course manual(s) and identify areas that require clarification especially on GESI related activities.	3.5. Read the assessment component of Lesson 11 and identify areas that require clarification especially on GESI related activities.
 3.6. Ask tutors to discuss the alignment of the assessment activities in lesson 11 as in the Course manual with the NTS (1a, 2b, 3f, 3i), ICT and 21st C skills. e.g., Self-assessment, peer-assessment, tutor assessment as in a Jury as well as other authentic assessment methods 	3.6. Discuss the alignment of the assessment activities in lesson 11 in the Course manual with the NTS (1a, 2b, 3f, 3i), NTEAP, GESI, ICT and 21 st C skills. e.g., Self-assessment, peer-assessment, tutor assessment as in a Jury as well as other authentic assessment methods.
3.7. Ask tutors to brain write additional assessment activities that will be relevant to the lesson 11. e.g., I. Pictorial report, project report, Presentation, exhibition and critic	3.7. Brain write additional assessment activities that will be relevant to the lesson 11. e.g., I. Pictorial report, project report, Presentation, exhibition and critic sessions,

	sessions, self- assessment, tutor assessment, business plans, Assessment plans and procedures samples. NB. Focus on exceptional students (special, social backgrounds, etc.).	self-assessment, tutor assessment, business plans, Assessment plans and procedures samples. NB. Focus on exceptional students (special, social backgrounds, etc.)	
	3.8. Ensure that every member of the group prepares a concrete plan for teaching.	3.8. Have a concrete plan teaching.	
	NB: in the case of unsolved issues, consult the subject lead.	NB: in the case of unsolved issues, consult the subject lead	
 4. Evaluation and review of session: ➤ Tutors should Identifying critical friends to observe lessons and report at next session ➤ Identifying and 	4.1. Ask tutors to invite a critical friend from the same or related discipline to observe them as they teach Lesson 11 in class and provide feedback to PD Session 12.	4.1. Invite a critical friend from the same or related discipline to observe your lesson and provide feedback to the group at the PD Session 12.	15 mins
addressing any outstanding issues relating to the lesson/s for clarification	4.2. Ask tutors to identify and discuss any outstanding misconceptions that arose from the PD session for further clarification.	4.2. Identify and discuss any outstanding misconceptions that arose from the PD session for further clarification.	
	Remind tutors to also allow their students to reflect on lesson learnt and relate them to their STS.	Remind tutors to also allow their students to reflect on lesson learnt and relate them to their STS.	
	Preparation for the last PDSession for the semester4.3. Ask tutors to readthrough lesson 12 of	4.3. Read through lesson 12 of their course	

their course manuals	manuals in	
in preparation for	preparation for	
session 12.	session 12.	

Tutor PD Session 12

Level: JHS

Name of Subject: TVET

Tutor PD Session for Lesson 12 in the Course Manual

po fra be ses sho to wr and say ses ne ado spo sho	cus: the bullet ints provide the me for what is to done in the ssion. The SWL ould use the bullets guide what they ite for the SL/HoD d tutors to do and y during each ssion. Each bullet eds to be dressed and ecific reference ould be made to e course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	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
	ntroduction to the	Icebreaker	Icebreaker	20 mins
ses	ssion	If you are to select from	If you are to select from	
\succ	Review prior	male and female chef to	male and female chef to	
	learning	stay with you in your	stay with you in your	
\succ	A critical friend to	house and serve you for a	house and serve you for	
	share findings for	year, which one will you	a year, which one will	
	a short discussion	choose and why?	you choose and why?	
	and lessons			
	learned	NB: This session is mainly	NB: This session is mainly	
\succ	Reading and	the review of the	the review of the	
	discussion of the	Semester's work	Semester's work.	
	introductory			
	sections of the	1.4 Ask critical friends to	1.1 Critical friends report	
	lesson up to and	report their	their observation of	
	including learning	observation of the	previous lesson to	
	outcomes and	previous lesson to the	the whole group.	
	indicators	whole group.		
\triangleright	Overview of			
	content and	1.2 Ask tutors to share	1.2 Share with the whole	
	identification of	with the whole group	group your	
	any distinctive	their experiences	experience when	
	aspects of the	when assessing	assessing student	
	lesson/s,	student teachers'	teachers' subject	
	The guidance for	subject portfolio and	portfolio and subject	
-	HoD should	subject project for the	project for the	
ide	entify, address and	semester.	semester,	

anaviala			
provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.	e.g. i. Display a short video produced by student teachers performing their project works ii. Show pictures of exhibited project works, etc.	e.g. i. Display a short video produced by student teachers or ii. Show pictures of exhibited project works, etc.	
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.3. Ask tutors to reflect on the skills the student teachers have learnt or acquired from the various courses in the semester.	1.3. Reflect on the skills student teachers have learnt or acquired from the various courses in the semester.	
	1.4. Ask tutors to discuss their peculiar experiences (successes and challenges) in the teaching of Year 3 Semester 2 Courses.	 1.4. Discuss your peculiar experiences (successes and challenges) their teaching of Year 3 Semester 2 Courses. 	
	 1.5. Ask the critical friend who observed lesson 11 to share their experiences with the group. 	1.5. Critical friend share your experiences with the group.	
	 1.6. Ask tutors to read the introductory sections of Lesson 12 (including LOs and LOs) and discuss in pairs the important or distinctive features of the lesson. 	 1.6. Read the introductory sections of Lesson 12 (including LOs and LOs) and discuss in pairs the important or distinctive features of the lesson. 	
	Refer to your respective TVET manuals.	Refer to your respective TVET manuals.	
If this course is	1.7 Ask tutors to reflect on	1.7. reflect on and	
	and discuss the how to	discuss the how to	
dealing with			
supporting and or assessing the	minimize challenges student teachers face	minimize challenges student teachers face in	
-			
Professional Teaching			

Portfolio	in executing their	executing their Subject
Development or the	Subject based Projects.	based Projects.
Action Research	Subject based i rojects.	
Project Report		
writing. Tutors need		
to be provided with		
guidance on what to		
do including		
organisation of Post		
Internship Seminar.		
For each session	1.8 Ask tutors to review	1.8 Review student
remember this is the	student teachers'	teachers' learning and
final semester before	learning and their	their preparedness to
Students begin	preparedness to	become effective
teaching provide	become effective	beginning teachers
prompts to help	beginning teachers,	
support this transition	e.g.	Year 1 Semester 1:
for planning and give	Student teachers have	Interrelationship
regard for GESI, CCI,	been exposed:	between Social
ICT etc.	Year 1 Semester 1:	Studies and TVET
	Interrelationship	Year 2 Semester 1: Basic
	between Social	introduction to
	Studies and TVET	TVET domains,
	Year 2 Semester 1: Basic	introduction to
	introduction to TVET	subject based
	domains,	portfolio and
	introduction to	project, etc.
	subject based	Year 2 Semester 2:
	portfolio and	General but
	project, etc.	specific
	Year 2 Semester 2:	introduction to
	General but specific	TVET
	introduction to TVET	Year 3 Semester 1:
	Year 3 Semester 1:	Intermediate level
	Intermediate level of	of specialization
	specialization	Year 3 Semester 2:
	Year 3 Semester 2:	Mastery of skills,
	Mastery of skills,	processes,
	processes,	procedures, use of
	procedures, use of	tools including ICT,
	tools including ICT,	equipment,
	equipment,	materials with
	materials with skills	skills to engage in
	to engage in	independent
	independent sturdy	sturdy or research
	or research within	within the context
	the context of	of Greening TVET,

Greening TVET	C21 ^{st,} CCI, GESI,
Greening TVET,	, ,
C21 ^{st,} CCI, GESI, etc.	etc.
Year 3 Semester 2:	Year 3 Semester 2:
introduction to the	introduction to the
rudiments of Action	rudiments of Action
Research, increasing	Research,
professional	increasing
competence,	professional
independence and	competence,
assertiveness with	independence and
greater insight into	assertiveness with
the ethics of the	greater insight into
profession,	the ethics of the
independent subject-	profession,
based projects, etc.	independent
Year 4 Semester 1:	subject based
Independence at STS,	projects, etc.
active	Year 4 Semester 1:
Research/research	Independence at
report, etc.	STS, active
Year 4 Semester 2: Mastery	Research/research
of skills, processes	report, etc.
and procedures,	Year 4 Semester 2:
comprehension of	Mastery of skills,
studio practices and	processes and
safety rules,	procedures,
conversant with	comprehension of
standards, able to	studio practices and
take responsibility,	safety rules,
having been exposed	conversant with
to Greening TVET ,	standards, able to
GESI, CCI, NTS,	take responsibility,
NTEAP and its related	having been
issues, etc. Have	exposed to
	-
completed of action	Greening TVET,
research,	GESI, CCI, NTS,
completed/completin	NTEAP and its
g of comprehensive	related issues, etc.
subject project,	Have completed of
completion of	action research,
professional portfolio	completed/completi
ready to become a	ng of
Beginning Teacher,	comprehensive
etc.	subject project,
	completion of
Ask tutors to use the	professional

transi teach inforr entry Sessio	it form extending ing to Beginning ers using the nation in community skills. Refer PD on 1, 1:7	Use t inforr stude trans teach inforr comm Refer	Beginning Teacher, etc. he above mation to assist int teachers to it form extending ing to Beginning ters using the mation in nunity entry skills. PD Session 1, 1:7	
dis lea	scuss the new arning of lesson 12.	ar lea	id discuss the new arning of lesson 12.	15 mins
Agrico i. ii.	ulture Review of the Semester's work and Exhibition. Reflection on this course	Agric i. ii.	ulture Review of the Semester's work and Exhibition. Reflection on this course	
Home i.	e Economics Review of course work.	Home i.	e Economics Review of course work.	
Techr i.	hical Testing and Evaluation of realised artefact.	Techı i.	nical Testing and Evaluation of realised artefact.	
ii. iii.	Operational sequence sheets and Illustrations of procedures. Methods of teaching electrical or electronics technology courses in the classroom and workshop Teaching Learning Resources for Practical Teaching	ii. iii.	Methods of teaching practical lesson, Operational sequence sheets and Illustrations of procedures. Methods of teaching electrical or electronics technology courses in the	
	transi teach inforr entry Session 2.1. A dis lea e. Agricu i. ii. Home i. ii. Techr i. ii.	Semester's work and Exhibition. ii. Reflection on this course Home Economics i. Review of course work. Technical i. Testing and Evaluation of realised artefact. ii. Operational sequence sheets and Illustrations of procedures. iii. Methods of teaching electrical or electronics technology courses in the classroom and workshop iv. Teaching Learning Resources for	transit form extending teaching to Beginning teachers using the information in community entry skills. Refer PDUse the inform studee transit teach teach teach informSession 1, 1:7Studee transit teach informSession 1, 1:7Studee transit teach informSession 1, 1:7Studee transit teach informSession 1, 1:7Studee transit teach informSession 1, 1:7Studee teach informSession 12.Studee teach inform teach informSession 12.Studee teach inform teach teach inform teach teach inform teach teach inform teach teach teach teach teach teach teach teach teach <b< td=""><td>transit form extending teaching to Beginning teachers using the information in community entry skills. Refer PD Session 1, 1:7Beginning Teacher, etc.Session 1, 1:7Use the above information to assist student teachers to transit form extending teachers using the information in community entry skills. Refer PD Session 1, 1:7Use the above information to assist student teachers to transit form extending teachers using the information in community entry skills. Refer PD Session 1, 1:72.1. Ask tutors to read and discuss the new learning of lesson 12. e.g.2.1. Ask tutors to read and discuss the new learning of lesson 12. e.g.Agriculture i. Reflection on this courseAgriculture i. Reflection on this courseAgriculture i. Reflection on this coursei. Technical i. i. i. realised artefact. ii. ii. Operational sequence sheets and Ilustrations of procedures. iii. Methods of teaching electrical or electronics in the classroom and workshopTechnical i. i. Methods of teaching electrical or procedures.iii. iv. Teaching Learning Resources forImet class image electrical or electronics teaching electrical or</td></b<>	transit form extending teaching to Beginning teachers using the information in community entry skills. Refer PD Session 1, 1:7Beginning Teacher, etc.Session 1, 1:7Use the above information to assist student teachers to transit form extending teachers using the information in community entry skills. Refer PD Session 1, 1:7Use the above information to assist student teachers to transit form extending teachers using the information in community entry skills. Refer PD Session 1, 1:72.1. Ask tutors to read and discuss the new learning of lesson 12. e.g.2.1. Ask tutors to read and discuss the new learning of lesson 12. e.g.Agriculture i. Reflection on this courseAgriculture i. Reflection on this courseAgriculture i. Reflection on this coursei. Technical i. i. i. realised artefact. ii. ii. Operational sequence sheets and Ilustrations of procedures. iii. Methods of teaching electrical or electronics in the classroom and workshopTechnical i. i. Methods of teaching electrical or procedures.iii. iv. Teaching Learning Resources forImet class image electrical or electronics teaching electrical or

	iv. Teaching Learning Resources for Practical Teaching of Woodwork	
 Visual Art Appreciation, appraisal and criticism of artworks (Jewellery and Bead, Sculpture, Pottery and Ceramics, Leather work and Basketry items). ii. Review of the semester's work and exhibition. 	 Visual Art Appreciation, appraisal and criticism of artworks (Jewellery and Bead, Sculpture, Pottery and Ceramics, Leather work and Basketry items). ii. Review of the semester's work and exhibition. 	
 2.2. Ask tutors to discuss potential barriers to learning of lesson 12. <i>e.g.</i> i. Student teachers may be under pressure from other departments especially from reading subject areas as they prepare to write examination in these other areas. 	 2.2. Discuss potential barriers to learning of lesson 12. <i>e.g.</i> i. Difficulty of student teachers with SEN undergoing exhibition process. 	
 Student teachers with SEN may find it difficult to participate in the exhibition process because it is energy sapping. 	 Some student teachers and tutors may not see the importance of reviewing the semester's work though there may be gaps which must be corrected. 	

	 iii. Some student teachers and tutors may not see the importance of reviewing the semester's work though there may be gaps, which must be corrected. iv. Some student teachers may have 	 iii. Some student teachers may have the fear of others condemning their words during appreciation and criticism of artefacts, etc. iv. Some student teachers may have 	
	the fear of others condemning their words during appreciation and criticism of artefacts, etc.	the fear of others condemning their words during appreciation and criticism of artefacts, etc.	
 3.Planning for teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the teaching and learning activities 	discuss the teaching and learning activities in lesson 12, e.g., Interactive lecture, Work base learning, Think-Pair- Share, Reflective	3.1. Read and discuss the teaching and learning activities in lesson 12, e.g., interactive lecture, Work base learning, Think-Pair- Share, Reflective Practice, Exhibition,	40 mins
 Noting, addressing, and explaining areas where tutors may require clarification Noting opportunities for 	Practice, Exhibition, Hands-on approach, Group discussion, etc. 3.2. Ask tutors to identify areas that may require clarification in the	 Hands-on approach, Group discussion, etc. 3.2. Identify areas that require clarification in the lesson, 	
 opportunities for making <i>explicit</i> <i>links</i> to the Basic School Curriculum Noting opportunities for integrating: GESI 	lesson, e.g. How to organise Exhibition of student teachers' final subject project works.	e.g. How to organise Exhibition of student teachers' final subject project works.	
 responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous 	3.3. Ask tutors to identify the the link(s) between lesson 12s and the Career Technology Curriculum in the JHS. <i>e.g., the relationship</i> <i>between exhibition,</i>	3.3 Identify the the link(s) between lesson 12s and the Career Technology Curriculum in the JHS <i>e.g., the relationship</i> <i>between exhibition,</i>	

	assessment	ар	preciation and	ar	preciation and	
	opportunities in		ticism of artefacts in	-	iticism of artefacts	
	the lesson. Each		son 12 as in JHS	in lesson 12 as in JHS		
	lesson should	Са	reer Technology	Career Technology		
	include at least	Cu	rriculum	Cı	ırriculum.	
	two opportunities					
	to use continuous	3.4 A	sk tutors to discuss	3.4. Di	scuss how the	
	assessment to	h	ow the delivery	de	livery method(s) in	
	support student	n	nethod(s) in the	th	e lesson will	
	teacher learning ,	le	esson will enhance	en	hance student	
	subject specific	st	tudent teachers'	te	achers'	
	examples should	р	erformance as	pe	erformance as	
	be provided for	b	eginning teacher.	be	ginning teacher.	
	SL/HoD					
\triangleright	Resources: links to	3.5. A	sk tutors to identify	3.5. I	dentify and discuss	
	the existing PD	а	nd discuss		opportunities for	
	Themes, for	0	pportunities for	i	ntegrating GESI, ICT	
	example, action		ntegrating GESI, ICT		and 21 st Century	
	research,		nd 21 st Century skills	5	kills into the lesson,	
	questioning and to	ir	nto the lesson,			
	other external		e.g.,		e.g.,	
	reference	i.	Student teachers	i.	Student teachers	
	material:		should develop e-		should develop e-	
	literature, on web,		portfolios of		portfolios of	
	Utube, physical		subject portfolio		subject portfolio	
	resources, power		and subject project.		and subject	
	point; how they	ii.	Student teachers		project.	
	should be used. Consideration		should be	ii.	Student teachers should be	
	needs to be given		encouraged to			
	to local availability		display their end of semester works on		encouraged to display their end	
	Tutors should be		the College		of semester	
	expected to have a		website.		works on the	
	plan for the next	iii.	Appreciate student		College website.	
	lesson for student		teachers especially	iii.	Appreciate	
	teachers		the disadvantaged		student teachers	
			ones like SEN who		especially the	
			have risen above		disadvantaged	
			their limitations in		ones like SEN	
			their final project		who have risen	
			works for good		above their	
			work.		limitations in	
		iv.	Effective the		their final project	
			behaviour and		works for good	
			learning of		work.	
			disadvantage	iv.	Effective the	
			-		behaviour and	

		student teachers in	learning of	
		class.	disadvantage	
	V.		student teache	ers
		teachers to develop	in class.	
		high integrity	v. Assist student teachers to	
		through self- assessment.	develop high	
		assessment.	integrity and	
			attitude.	
			vi. Promote gende	er
			equity.	
			vii. Work on stude	nt
			teachers'	
			weaknesses to	
			promote learni	ing.
	3.5	. Remind tutors to	3.5. Identify and discu	ss
		identify and discuss	TLRs and other	
		TLRs and other	resources needed	
		resources needed for	for lesson 12, <i>e.g.</i>	
		lesson 12, <i>e.g.</i>	Pictures, studio,	
		Pictures, studio, workshops, cameras	workshops, came projectors, smart	
		projectors, smart	boards, studio,	
		boards, studio,	workshops, Potte	rv
		workshops, Pottery	and Ceramic item	-
		and Ceramic items,	AutoCAD softwar	e,
		AutoCAD software,	Sheet metal,	
		Sheet metal, physical	physical	
		environment, Mobile	environment,	
		Phones, laptop	Mobile Phones,	
		computer, Internet facility etc.	laptop computer, Internet facility e	
4. Evaluation	and 41	Ask tutors to identify	4.1. Identify and discu	
review of ses		and discuss any	any outstanding	
Tutors sh		outstanding issues	issues relating to	
Identifyir	ng critical	relating to this lesson	this lesson for	
friends to	observe	for clarification.	clarification.	
lessons a				
report at		Remind tutors to read	4.2. Read the course	
session		the course manual and	manual and PD	
Identifyir	0	PD manuals for the	manuals for the ne	
addressii		next semester of the	semester of the ne	vv
	-	new academic year.	academic year.	
	-			
clarificat	-			
outstand issues re the lesso clarificat	lating to n/s for	new academic year.	academic year.	

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

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

	 Substantive section 40 Conclusion – 30 	 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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