Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - French Year 2 Semester 2

HANDBOOK FOR **COORDINATORS**

The Government of Ghana

mastercard
foundation

T-TEL
Transforming Teaching, Education & Learning

Foreword

I t is a great pleasure and privilege to be asked to write the Foreword to this latest set of Professional Development Handbooks for the Bachelor of Education (B.Ed.) in Initial Teacher Education Year 2 Semester 2 courses.

These Professional Development Handbooks are at the heart of Ghana's ambitious teacher education reforms and have played a key role in the successes achieved to date. The Handbooks aim to ensure that tutors in Colleges of Education are reflecting critically on their methods of teaching and learning and supporting each other to implement the B.Ed. in line with the National Teacher Education Curriculum Framework and National Teacher Education Assessment Policy.

Tutors act as role models for student teachers. If tutors use the 'lecture-method' then this is what student teachers will imitate when they enter basic school classrooms. If tutors use a wide variety of interactive approaches, aligned with the National Teachers' Standards, then these approaches will become standard behaviour for beginning teachers when they graduate.

Over the last six years there is compelling empirical evidence that there has been a substantial shift in tutors' behaviour and approaches. This has had a tremendous impact on student teachers. An annual external evaluation of beginning teachers' classroom practices is carried out nationwide. In the 2015 evaluation only 2% beginning teachers demonstrated competencies and behaviours in the National Teachers' Standards. By 2019 this had increased to 42%. When one considers that these figures are derived from a national sample of all beginning teachers in the country it demonstrates that there has been a genuine transformation in Ghana's teacher education system.

This latest set of Professional Development Handbooks, developed by four mentoring universities (Kwame Nkrumah University of Science and Technology, University of Education, Winneba, University for Development Studies and University of Ghana) and tutors from their affiliated Colleges of Education, represents the first set of Handbooks developed since the onset of the COVID-19 pandemic. COVID-19 has had a significant impact on all of our lives and Colleges of Education should be commended for the way in which they rapidly responded to institutional closures and made the transition to emergency remote teaching and learning. These Handbooks have been designed to reflect the current realities of the blended learning approach which is being used in Colleges of Education and it is hoped that they will play a role in increasing the effectiveness of these new approaches.

These are also the first Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) was established as a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for their collaboration and support with the 'new T-TEL' which has made the development of these Handbooks possible.

Robin Todd
Executive Director, T-TEL
May 2021

ACKNOWLEDGEMENTS

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

Supervisory Team	
Professor Jophus Anamuah-Mensah	T-TEL – Key Adviser, Teacher Education Curriculum
Professor Jonathan Fletcher	T-TEL – Key Adviser, Teaching and Learning Partnerships
Bea Noble-Rogers	T-TEL – International Teacher Education Curriculum Expert
Dr. Eric Ananga	T-TEL – Key Adviser, Phase 5 Curriculum Development & Implementation
Dr. Sam Awuku	T-TEL – Key Adviser, Leadership for Learning & Institutional Development
Dinah Adiko	T-TEL – Key Adviser, Gender Equality and Social Inclusion
Beryl Opong-Agyei	T-TEL – National Coordinator for Teacher Education
Abdul-Karim Kadiri	T-TEL – Research & Learning Coordinator
Peter Chammik	T-TEL – Education Adviser
James Adefrah	T-TEL – Education Adviser
Issahaku Abudulai	T-TEL – Education Adviser

Subject Writing Team		
SUBJECT	**NAME**	**INSTITUTION**
Pedagogy	Dr. Maxwell Kwesi Nyatsikor	University for Development Studies
	Dr. Winston Kwame Abroampa	Kwame Nkrumah University of Science & Technology
	Raymond Adda Bakete	St. John Bosco's College of Education
	Kweku Esia-Donkor	University of Education Winneba
	Dr. John Sedofia	University of Ghana
	Fadilata Seidu	Nusrat Jahan Ahmadiyya College of Education
ICT	Victoria Boafo	Mampong Technical College of Education
	Richard Adusei	University for Development Studies
Social Sciences	Dr. Dacosta Aboagye	Kwame Nkrumah University of Science & Technology
	Joseph Mihaye	Accra College of Education
	Cletus Ngaaso	University of Education Winneba
	Tia Yahaya	Tamale College of Education
TVET	Rev. Dr. Nyuieko Avotri	Mampong Technical College of Education

	Rev. Godwin Gbadagba	Dambai College of Education
	Michael Eco Adixey	Akatsi College of Education
	Bismark Osei	St. Joseph's College of Education
PEMD	Justice Gideon Adjerakor	University of Education Winneba
Science	Prof. Reuben Yao Tamakloe	Kwame Nkrumah University of Science & Technology
	Valentina Osei – Himah	Atebubu College of Education
	Comfort Korkor Sam	University for Development Studies
	Ambrose Ayikue	St. Francis College of Education
	Maxwell Bunu	Ada College of Education
Mathematics	Prof. Gabriel Asare Okyere	Kwame Nkrumah University of Science & Technology
	Bilson Abdulai Dramani	Bagabaga College of Education
	Frank Akuffo Asah	University for Development Studies
	Eric Abban	Mt. Mary College of Education
Language and Literacy	Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of Education
	Dr. Yvonne Akwele Ollenu	University of Education Winneba
	Prof. Charles Owu – Ewie	University of Education Winneba
	Benedict Salifu Akuka	St. John Bosco's College of Education
	Dr. Abraham Okrah	University of Ghana
	Dr. Osei Yaw Akoto	Kwame Nkrumah University of Science & Technology
	Comfort Dorvlo	Accra College of Education
	Awudu Rafick	University for Development Studies
French	Dr. Stella Afi Makafui Yegblemenawo	Kwame Nkrumah University of Science & Technology
	Felix Asare Odonkor	University of Education Winneba
	Osmanu Ibrahim	Mt. Mary College of Education
	Abrokwah Seth	Wesley College of Education

The New approach to the Weekly Professional Development (PD) Sessions for Tutors
Guidance Notes for the CoE Professional Development Coordinators (PDC)

Overview
1. Background to the new approach to PD Sessions
2. Features of the B.Ed. PD Sessions
3. The Role of the PDC
4. The Role of the PDC in coordinating the introductory Session for tutors

1. *Background to the new approach to PD*

- For four years the CoE have been supported in leading weekly Tutor PD Sessions. The PD Sessions have focused on key themes, such as: the NTS, Action research and classroom enquiry among others. The ten theme-based PD modules have been vital in paving the way for the Reform of Teacher Education in Ghana. They have equipped tutors with important skills and knowledge to support the smooth transition to the New B.Ed.
- The New Four-Year B.Ed. will be implemented in CoEs, now affiliated to the Public Universities, and a new approach to the tutors' weekly PD is required. This new approach involves the Universities supporting their affiliated CoE in implementing the subject specific PD Sessions.
- The weekly PD Sessions are designed to prepare subject tutors to use the B.Ed. Course Manuals to teach the 12 lessons in the Course Manuals to student teachers. This means the PD Sessions will now be subject specific. This means there will be subject specific PD groups running each week in the CoEs and universities.
- The PD Sessions are designed to help operationalize the reform of teacher education at tutor and student teacher level and to support:
  - professionalising teaching by supporting teachers in developing communities of practice and raising the status of the teaching profession
  - improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme
  - improving the learning outcomes and life chances for all children.

2. *Features of the B.Ed. PD Sessions*

- The universities will prepare the Subject Leads or HoDs from their affiliated CoE to lead the weekly subject tutor Sessions,
- The subject-tutor-groups can work at separate tables in one room. However, in exceptional cases a subject may need to work in another space in order to use specific materials or resources, e.g. video or science equipment,
- The main resources for the weekly tutor Sessions are the Subject Specific Course Manuals and the PD Guidance Notes on each Course Manual,
- Each PD Guidance Note is subject specific and contains two sections. The first section provides guidance for the Introductory Session for tutors. The second section is written to provide information to guide the eight (8) weekly PD Sessions that are linked directly to the twelve lessons in the Course Manual,
- The three-hour Introductory Session is to;
  - introduce the new approach to PD and organisation of the weekly Sessions
  - introduce the course manuals

Age Phase: JHS
Name of Subject: FRENCH
Year 2 Semester 2
<p align="center">**TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL**</p>

LESSON TOPICS:

i.   Characteristics of oral and written literature

ii.   Approaches to Teaching and Evaluating French

iii.   Phonetics and Phonology of French

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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*
1. **Introduction / lesson overview** • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes	**Introduction/lesson overview** **Reflection** 1. Start the PD session with an icebreaker in French (a song/ poem/ a short game) 2. Ask tutors to tell how useful the Year 2, Semester 1 PD session on NTEAP was and how it would influence their teaching in the current semester, especially the assessment component of this course. NTS 3k, m, o. 3. Let tutors read the main purpose of the first lessons of the course manuals and think-pair-share with a colleague.	**Introduction/lesson overview** **Reflection** 1. Start the PD session with an icebreaker in French (a song/ poem/ a short game) 2. Tell how useful the Year 2, Semester 1 PD session on NTEAP was and how it would influence your teaching in the current semester, especially the assessment component of this course. NTS 3k, m, o. 3. Read the main purpose of the first lessons of the course manuals and think-pair-share with a colleague.	**15 mins**

	Ref. to course manuals: *A : Francophone African Literature and Culture, p.10* *B: Methods of Teaching and Evaluating French, p.9* *C: Phonetics and Phonology of French, p.9* 4. Ask tutors, in pairs, to discuss and share with the whole group issues of GESI such as role of male or female narrator in oral African Literature, gender and language acquisition, how to assign roles in the language class and resources for teaching students with special needs. 5. Let tutors identify the distinct (unique) aspects of the first lessons and share their observations with the whole group. 6. Ask tutors, in pairs, to read and discuss the introductory sections, LOs and LIs and indicate how they are related to student teachers' relevant previous knowledge. 7. Let tutors share their views with the whole group.	*Ref. to course manuals:* *A: Francophone African Literature and Culture, p.10* *B: Methods of Teaching and Evaluating French, p.9* *C: Phonetics and Phonology of French, p.9* 4. In pairs, discuss and share with the whole group issues of GESI such as role of male or female narrator in oral African Literature, gender and language acquisition, how to assign roles in the language class and resources for teaching students with special needs. 5. Identify the distinct (unique) aspects of the first lessons and share your observations with the whole group. 6. In pairs, discuss what is expected to be achieved in the LOs and LIs and indicate how they are related to student teachers' relevant previous knowledge. 7. Share your views with the whole group.	

	Ref. to course manuals: *A, B, C, pp. 11, 10 and 10 respectively*	*Ref. to course manuals:* *A, B, C, pp. 11, 10 and 10 respectively*	
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.	**Concept Development** 1. Ask tutors, in groups, to read the sub-topics of Lesson 1 and discuss them. *Ref. to the course manuals: A, B, C, pp. 15 - 16, 15, and 15 respectively* 2. Ask tutors to work in groups to identify possible challenging areas in teaching the concepts/sub-topics, e.g. differences in didactics and pedagogy, phonetics and phonology etc, and let them show how they can help student teachers to use different activities and strategies to support learning of these challenging areas in basic schools through STS activities. 3. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. *Ref. to Course Manuals: A, B, C, pp. 16, 13 and 12 respectively* NTS:3j, 3m	**Concept Development** 1. In your groups, read the sub-topics of Lesson 1 and discuss them. *Ref. to the course manuals:* *A, B, C, pp. 15 - 16, 15, and 15 respectively* 2. In groups, identify possible challenging areas in teaching the concepts/sub-topics, e.g., differences in didactics and pedagogy, phonetics and phonology etc, and show how you can help student teachers to use different activities and strategies to support learning of these challenging areas in basic schools through STS activities. 3. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics. *Ref. to Course Manual pp. 8-9* NTS:3j, 3m *A, B, C, pp. 16, 13 and 12 respectively* NTS:3j, 3m	**30 mins**

	4. Ask the individual groups to share their findings on the appropriate GESI responsive resources needed for the teaching and learning of the concept/sub-topics with the larger group.	4. In your individual groups, share your findings on the appropriate GESI responsive resources needed to teach and learn the concept/sub-topics with the larger group.	
	5. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. E.g, make collection of short stories, look for recorded folklore songs on YouTube	5. Identify other resources that could be used in the delivery of the lesson prepared. E.g, make collection of short stories, look for recorded folklore songs on YouTube.	
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one	**Teaching and learning activities for the lesson** 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS	**Teaching and learning activities for the lesson** 1. In your groups, read the teaching and learning activities and identify areas that require clarification. 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the	**60 mins**

or two activities,	1a, 1b, 2c, 3f, 3g	teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g	
	4. Lead tutors using YouTube videos/literary text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their work on flip charts.	4. Using YouTube videos/literary texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.	
	5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h	5. Carry out peer teaching of the lesson prepared. NTS 3h	
	6. Ask a two-member panel (critical friends) to use the College Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.	6. Use the College Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.	
	7. Ask tutors in their groups to identify the core transferable skills and GESI issues raised during the lesson delivery and explain how they were addressed. NTS 3h, j	7. Identify the core transferable skills and GESI issues raised during the lesson delivery and explain how they were addressed. NTS 3h, j	
	8. Ask tutors to read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as	8. Read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as	

	appropriate. NTS 3k, m, n, o.	appropriate. NTS 3k, m, n, o.	
	9. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	9. Discuss how you can support student teachers to build their portfolios before/during/ after the lesson.	

4. **Evaluation and review of session:**
● Review learning and identification of any outstanding issues relating to this lesson for clarification.
● Course assignment
   ○ Advance preparation
   ○ In the case of unresolved issues
	Evaluation and review of session
	
	1. Ask tutors to individually write down issues observed about the lesson and share them with the whole group for clarification.
	
	2. Ask individual tutors to point out unresolved issues that need attention.
	(Nominate a secretary to write down the concerns to be addressed in the subsequent session)
	
	3. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment and give them feedback. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**
		Evaluation and review of session
		
		1. Share any issues you have about the lesson for clarification?
		
		2. Point out unresolved issues that need to be attended to.
		
		3. Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson and give you feedback, and share his/her observation during the next PDS.**NTS 1a**
			15 mins

*NTEAP: National Teacher Education Assessment Policy. **GESI**: Gender Equity Social Inclusivity*
***PDS**: Professional Development Session*

Age Phase: JHS
Name of Subject: FRENCH
Year 2 Semester 2
TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL
LESSON TOPICS
i.   **Literature: Colonial and post-colonial francophone Africa**
ii.   **Approaches to Teaching and Evaluating French**
iii.   **Branches of Phonetics**

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)	*Time in session*
1. Introduction / lesson overview	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask a Critical Friend to share their observation of Lesson 1 with the group and indicate what they learnt from the observation. 3. Ask Tutors to read Lessons 2's descriptions in the manuals: A. *Francophone African Literature and Culture, p.18* B. *Methods of Teaching and Evaluating French, p.17* C. *Phonetics and Phonology of French, p. 17*	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). 2. Share your observation of Lesson 1 with the group and indicate what you learnt from the observation. 3. Read Lessons 2's descriptions in the manuals: A. *Francophone African Literature and Culture, p.18* B. *Methods of Teaching and Evaluating French, p.17* C. *Phonetics and Phonology of French, p.17*	**15 mins**

	4. Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI) and ICT in the activities of the lessons.	4. Discuss how to integrate crosscutting issues *(gender equality and social inclusion (GESI), ICT)* in the activities of the lessons.	
	5. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons.	5. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lesson.	
	6. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.	6. Discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.	
	7. Let tutors share their findings. ***Refer to the three Course Manuals A, B, C on pp 18, 17 and 17 respectively.***	7. Share your findings with colleagues. ***Refer to the three Course Manuals A, B, C on pp 18, 17 and 17 respectively.***	
Activity 2: Concept Development (New learning likely to arise in this lesson):	**Concept Development** 1. In groups, let tutors read the topics of Lessons 2 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 18-19, 18 and 18 respectively.***	**Concept Development** 1. Read the topics of the Lessons 2 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 18-19, 18 and 18 respectively.***	30 mins
	2. Let tutors work in groups to identify possible challenging areas in teaching the subtopics / concepts and show how they can help student	2. In your groups, identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to	

	teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.	use different activities and strategies to support learning of these areas in basic schools through STS activities.	
	3. Lead tutors in groups to identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts. Ref. to Course *Manuals pp. 19 in each case.* **NTS:3j, 3m**	3. In your groups, identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts. *Ref. to* Course *Manuals pp. 19 in each case.* **NTS:3j, 3m.**	
	4. Let individual groups share with the larger group, the appropriate, GESI and ICT responsive teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course *Manuals A, B, C on pp. 19 in each case*	4. Individual groups share with the larger group, the appropriate, GESI and ICT responsive teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course *Manuals A, B, C on pp. 19 in each case.*	
Activity 3: Teaching and learning activities for the lesson.	**Teaching and learning activities for the lesson.**	**Teaching and learning activities for the lesson.**	**60 mins**
	1. Ask tutors in groups to read the teaching and learning activities on *pp. 18-19, 18 and 18 of the manuals A, B, C respectively* and identify areas that require clarification.	1. Read the teaching and learning activities on pp. 18-19, 18 and 18 of the manuals *A, B, C* respectively and identify areas that require clarification.	
	2. Ask a tutor in their groups to present the areas identified in the	2. Present the areas identified in the teaching and learning	

	manuals on the teaching and learning activities for whole group discussion.	activities for whole group discussion.
	3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**	3. Discuss in smaller groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**
	4. Lead tutors in groups to discuss and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.	4. Discuss in groups and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.
	5. Let two tutors from each group carry out peer teaching of the lesson prepared.	5. Carry out peer teaching of the lesson prepared.
	6. Let a two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.	6. A two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.
Review Assessment Component	**Reflection** 7. Let tutors in their groups identify the core and transferable skills and gender issues raised during the lesson delivery and	**Reflection** 7. In your groups identify the core and transferable skills and gender issues raised during the lesson delivery and explain

	explain how they were addressed.	how they were addressed.	
	8. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.

NOTE:
Expected answers:
- *Critical thinking, Collaboration in groups, Digital literacy/ ICT.*
- *Cultural diversity, Equity and inclusivity in group works.*
- *Talk for learning, role-play, find someone who.* | 8. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities. | |
| | 9. Ask Tutors to read the assessment components of the Lesson 2 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. | 9. Read the assessment component of the Lesson 2 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. | |
| | 10. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson. | 10. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson. | |
| **Activity 4: Evaluation and review of session:** | **Evaluation and review of session**

1. Ask tutors to individually write down | **Evaluation and review of session**

1. Share the issues you have about the lesson | **15 mins** |

	issues observed about the lesson delivered and share it with the whole group for clarification.	delivered for clarification.	
	2. Ask individual tutors to point out unresolved issues that need attention. *(Nominate a secretary to write down the concerns to be addressed in the subsequent session)*	2. Point out unresolved issues that need to be attended to.	
	3. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**	3. Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.**NTS 1a**	

NTEAP*: National Teacher Education Assessment Policy.*

GESI*: Gender Equity Social Inclusivity*

PDS*: Professional Development Session*

Age Phase: JHS
Name of Subject: French
Year 2 Semester 2

TUTOR PD SESSION 3 FOR LESSON 3 IN THE COURSE MANUALS

LESSON TOPICS:

i.   **Colonial and post-colonial francophone Africa**
ii.   **Approaches to Teaching and Evaluating French**
iii.   **Branches of Phonetics (suite)**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. Introduction / lesson overview	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask tutors to pair up and share their ideas on how they applied the new concepts from the previous week's session. (See Lesson 2 in PDS manual) 3. Ask a Critical Friend to share their observation of Lesson 2 with the group and indicate what they learnt from the observation. 4. Let tutors in pairs discuss the LOs and LIs of Lesson 3 in the Course Manuals, indicate how they are	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. In pairs, share your ideas on previous week's session and how you applied new concepts. 3. Share your observation of Lesson 2 with the group and indicate what they learnt from the observation. 4. In pairs, discuss the LOs and the LIs of Lesson 3 in the Course Manuals,	15 mins

	related to student teachers' relevant previous knowledge.	indicate how they are related to student teachers' relevant previous knowledge.	
	5. Let tutors share their findings with colleagues.	5. Share your findings with colleagues.	
	Refer to course manuals: *A. Francophone African Literature and Culture, p.20* *B. Methods of Teaching and Evaluating French, p.20* *C. Phonetics and Phonology of French, p.20*	*Refer to course manuals.* *A. Francophone African Literature and Culture, p.20* *B. Methods of Teaching and Evaluating French, p.20* *C. Phonetics and Phonology of French, p. 20*	
	6. Ask tutors to read silently on the barriers that can affect the teaching and learning of the Lesson 3 in the course manual.	6. Read silently on the barriers that can affect the teaching and learning of the Lesson 3 in the course manual.	
	Ref. to course manuals: *A, B, C, pp. 20 for each manual.*	*Ref. to course manuals:* *A, B, C, pp. 20 for each manual.*	
	7. Lead whole group discussion on how to address these barriers during the teaching.	7. In a large group, discuss how to address these barriers during the teaching.	
Activity 2: Concept Development (New learning likely to arise in this lesson)	**Concept Development** 1. Ask tutors to read Lesson 3's description silently, identify key concepts in the lesson and share ideas on the concepts mentioned therein.	**Concept Development** 1. In groups, read the Lesson 3's description, identify the key concepts from the Lesson descriptions and discuss them.	**30 mins**
	2. Let tutors, in groups,	2. In groups, identify	

	identify possible challenging areas in teaching the concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.

Ref. to course manuals: *A, B, C, pp. 20 for each manual.*

3. Invite tutors to share their points with the larger group and then propose solutions.

4. Task tutors in pairs to put down appropriate resource materials needed for the delivery of the Lesson 3.
NTS:3j, 3m

Ref. to course manuals: *A, B, C, pp. 21, 22 and 22, respectively.*

5. Let tutors pair and share their findings to the larger group. | possible challenging areas in teaching the concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.

Ref. to course manuals: *A, B, C, pp. 20 for each manual.*

3. Share possible challenges and solutions with the larger group.

4. In pairs, think about the appropriate resource materials needed for the delivery of the Lesson 3 and write them down.
NTS:3j, 3m

Ref. to course manuals: *A, B, C, pp. 21, 22 and 22, respectively.*

5. In pairs, share your findings to the larger group for discussion. | |
| **Activity 3: Teaching and learning activities for the lesson.** | **Teaching, learning and assessment activities for the lesson.**

1. Ask tutors in groups to read the teaching and learning activities for Lesson 3 and identify areas that require clarification. | **Teaching, learning and assessment activities for the lesson.**

1. In your groups, read the teaching and learning activities for Lesson 3 and identify areas that require clarification. | **60 mins** |

	Ref. to course manuals:
	A, B, C, pp. 20 - 21, 21 -22 and 21, respectively.
	
	2. Ask a tutor in each group to present the areas identified in the teaching and learning activities for whole group discussion.
	
	3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.
	    NTS 1a, 1b, 2c, 3f, 3g
	
	4. Lead Tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/short text/ jigsaw to teach Lesson 3.
	
	5. Ask tutors to read the areas for assessments for Lesson 3 in the manual silently and share ideas for evaluation of the lesson.
		Ref. to course manuals:
		A, B, C, pp. 20 - 21, 21 -22 and 21, respectively.
		
		2. A tutor in each group presents the areas identified in the teaching and learning activities for whole group discussion.
		
		3. In small groups, discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.
		    NTS 1a, 1b, 2c, 3f, 3g
		
		4. In groups, write on a flip chart teaching and learning activities for teaching Lesson 3 using YouTube videos short text/ jigsaw.
		
		5. In groups, read the areas for assessments for Lesson 3 in the manual silently and suggest practical examples of assessment which can be used to evaluate Lesson 3.	

Review Assessment Component	*Ref. to course manuals:* *A, B, C, pp. 21, 22 and 22 respectively.*	*Ref. to course manuals:* *A, B, C, pp. 21, 22 and 22 respectively.*	

	6. Let two tutors from each group carry out peer teaching of the lesson prepared. 7. Let a two-member panel use Lesson Observation Guide to critique /assess the lesson delivery and share their observation with the whole group. **Reflection** 8. Let tutors in their groups identify the core and transferable skills used during the lesson delivery and explain how they were executed. 9. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities. 10. Ask tutors to read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o. 11. Let tutors discuss how they can support student teachers to build their	6. Two tutors from each group come forward and peer teach the lesson prepared. 7. A two-member panel uses the Lesson Observation Guide to critique /assess the lesson delivery and share their observations with the whole group. **Reflection** 8. In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed. 9. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities. 10. Read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o. 11. Discuss how you can support student teachers to build their

	portfolios before/during/ after the lesson. **NOTE** *Expected answers:* *Critical thinking,* *Collaboration in groups,* *Digital literacy/ ICT* *Cultural diversity, Equity and inclusivity in group works.* *Talk for learning, role play, find someone who…*	portfolios before/during/ after the lesson.	
Activity 4: Evaluation and review of session	**Evaluation and review of session** 1. Task tutors to individually put down concerns/remarks about the session. 2. Invite tutors to share their remarks with the whole group for discussion. 3. Ask tutors to point out key outstanding and critical issues that may need holistic attention. *Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session* 4. Remind tutors to identify critical friend to observe their lesson to be discussed during the next PDS.	**Evaluation and review of session** 1. Put down issues or remarks on the session which need to be addressed. 2. Share your concerns/ remarks with the larger group for discussion. 3. Point out key and outstanding issues that may need holistic attention. 4. Note the reminder to identify critical friend to observe your lesson to be discussed during the next PDS.	15 mins

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusivity*

PDS: *Professional Development Session*

Age Phase: JHS

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 4 FOR LESSON 4 IN THE COURSE MANUAL

LESSON TOPICS:
  i.   **Composition of literary text**
  ii.   **Approaches to Teaching and Evaluating French**
  iii. **Branches of phonology (suite)**

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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*
1. Introduction / lesson overview	Introduction/lesson overview **Reflection** 1. Let tutors pair up and reflect on previous PD session and share what they learnt. 2. Let tutors individually read and explain the main purpose of the lesson in the French Course Manual. ***Refer to course manuals A, B, C:*** *pp. 22,23,23 respectively* 3. Ask a Critical Friend to share their observation of Lesson 3 with the group and indicate what they learnt from the observation.	Introduction/lesson overview **Reflection** 1. In pairs share what you learnt in the previous PD session. 2. What is the main purpose of the lesson in the French Course Manual? ***Refer to course manuals A, B, C:*** *pp. 22,23,23 respectively* 3. Share your observation of Lesson 3 with the group and indicate what you learnt from the observation.	15 mins

	4. Let tutor in pairs identify the distinct (unique) aspect of the lesson and share it. 5. Ask tutors to read the introductory part of the manual silently and take note of the salient points for discussion. 6. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 7. Let tutors share their findings. ***Refer to course manuals A, B, C:*** *pp. 22,23,23, respectively.*	4. In pairs, share the unique aspect of the lesson. 5. Read the introductory part of the manual silently and bring out the salient points for discussion. 6. Discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 7. Share your findings with colleagues. ***Refer to course manuals A, B, C:*** *pp. 22,23, 23 respectively*	
Activity 2: Concept Development (New learning likely to arise in this lesson):	**Concept Development** 1. Have tutors in groups read the lesson, identify the concept in the lesson and discuss it. ***Ref. to the course manuals A, B, C:*** *pp. 22-24,24, respectively.* 2. Let tutors in groups identify possible challenging areas in teaching the concepts and show how they can help student teachers to use different activities and strategies to support	**Concept Development** 1. In groups, read the lesson, identify the concept in the lesson and discuss it. ***Ref. to the course manuals A, B, C:*** *pp. 22,24, 24 respectively.* 2. In groups, identify possible challenging areas of teaching the concepts and show how you can help student teachers to use different activities and strategies to support learning of	**30 mins**

	learning of these areas in basic schools through STS activities. 3. Lead tutors in groups to identify and discuss the appropriate resources needed for teaching and learning the concept. ***Ref. to course manuals A, B, C:*** ***pp. 23,24,24 respectively*** 4. Let the individual groups share the appropriate resources needed for teaching and learning the concept with larger group.	these areas in basic schools through STS activities. 3. In your groups, identify and discuss the appropriate teaching and learning resources needed for teaching the concept. ***Ref. to course manuals A, B, C:*** ***pp. 23,24,24 respectively*** 4. In your individual group, share the appropriate resources needed for teaching and learning the concept with larger group.	
Activity 3: Teaching and learning activities for the lesson.	**Teaching and learning activities for the lesson.** 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors in groups to discuss and share with the whole group how to integrate the core transferable skills into teaching and learning activities.	**Teaching and learning activities for the lesson.** 1. In your groups read the teaching/ learning activities and identify areas that require clarification. p.24 2. tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. 3. In groups discuss and share with the whole group how to integrate the core transferable skills into teaching and learning activities.	60 mins

	4. Put tutors in groups to discuss and prepare teaching and learning activities using YouTube videos/literary texts/ vowel chart/ to teach the topic "Composition of literary text".' Approaches to teaching and evaluating French" and 'Description of speech organs."	4. In groups discuss and prepare teaching and learning activities using YouTube videos/literary texts/vowel chart/ to teach the topi c "Composition of literary text"" Approaches to teaching and evaluating French" and "description of speech organs"	
	5. In groups, let tutors write teaching and learning activities on a flip chart for teaching the topic "Composition of literary text" "Approaches to teaching and evaluating French" and " Description of speech organs" using YouTube videos.	5. In groups, write teaching and learning activities on a flip chart for teaching the topic "Composition of literary text" Approaches to teaching and evaluating French" and Description of speech organs using YouTube videos.	
	6. Let two tutors from each group carry out peer teaching of the lesson prepared.	6. Two tutors from each group come forward and peer teach the lesson prepared.	
	7. Let a two-member panel use Lesson Observation Guide to judge the lesson delivery and share observation with the whole class.	7. Two-member panel to observe lesson using Lesson Observation Guide delivery and share their observation with the whole class.	
Review Assessment Component	**Reflection** 8. Let tutors in their groups identify the core and transferable	**Reflection** 8. In your groups identify the core and transferable skills	

	skills used during the lesson delivery and explain how it is executed.	used in the lesson delivery and explain how it is executed.	
	9. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	9. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	
	10. Let tutors identify other resources that could be used in the delivery of the lesson note.	10. Discuss what other resources could be used in the delivery of the lesson note?	
	11. Ask tutors to read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	11. Tutors read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	
	12. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson. **NOTE** *Expected answers:* *Critical thinking,* *Collaboration in groups,* *Digital literacy/ ICT.* *Cultural diversity, Equity*	12. Tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	

	and inclusivity in group works. *Talk for learning, role-play, find someone who.*		
Activity 4: Evaluation and review of session:	**Evaluation and review of session** 1. Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification. 2. Ask individual tutors to point out unresolved issues that need attention. *(Nominate a secretary to write down the concerns to be addressed in the subsequent session)* 3. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**	**Evaluation and review of session** 1. Share the issues you have observed about the lesson delivered for clarification. 2. Point out unresolved issues to be attended to. 3. Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.**NTS 1a**	**15 mins**

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusivity*

PDS: *Professional Development Session*

Age Phase: JHS

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 5 FOR LESSON 5 IN THE COURSE MANUAL

LESSON TOPICS
   i.   **Literature and society**
  ii.   **Approaches to Teaching and Evaluating French**
 iii.   **Places and manner of articulation**

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. **Introduction / lesson overview**	**Introduction/lesson overview** **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask tutors to reflect individually on the previous week's session and record their experiences. 3. Ask a Critical Friend to share their observation of Lesson 4 with the group and indicate what they learnt from the observation. 4. Ask tutors to pair up and share ideas on their experiences. 5. Ask tutors to read the **Lesson 5's**	**Introduction/lesson overview** **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Reflect individually on the previous week's session and record their experiences. 3. Share your observation of Lesson 4 with the group and indicate what they learnt from the observation. 4. Pair up and share ideas on their experiences. 5. Read the **Lesson 5's description** in the	**15 mins**

	description in the Course manuals. *Francophone African Literature and Culture p.25 Methods of Teaching and Evaluating French p.26 Phonetics and Phonology of French p26*	Course manuals. *Francophone African Literature and Culture p.25 Methods of Teaching and Evaluating French p.26 Phonetics and Phonology of French p26*	
	6. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons.	6. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons.	
	7. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.	7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.	
	8. Let tutors share their findings. ***Refer to the three Course Manuals A, B, C on pp 25, 26 and 26 respectively.***	8. Share your findings with colleagues. ***Refer to the three Course Manuals A, B, C on pp 25, 26 and 26 respectively.***	
	9. Ask tutors to read silently on barriers that may affect the learning of the **Lesson 5** in the Manuals.	9. Read silently on barriers that may affect the learning of the **Lesson 5** in the Manuals.	
	10. Lead whole group discussion on how to address them during the teaching and learning process.	10. Participate in a discussion on how to address them during the teaching and learning process.	

Activity 2: Concept Development (New learning likely to arise in this lesson)	Concept Development	Concept Development	30 mins
	1. In groups, let tutors read the topics of the Lessons 5 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 25-26, 27 and 27 respectively***.	1. Read the topics of the Lessons 5 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 25-26, 27 and 27 respectively***.	
	2. Let tutors in same groups identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.	2. Identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.	
	3. Lead tutors in groups to identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts.	3. Identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts.	
	Ref. to Course Manuals pp. 26, 28 and 28 respectively. **NTS:3j, 3m**	*Ref. to Course Manuals pp. 26, 28 and 28 respectively.* **NTS:3j, 3m**	
	4. Let individual groups share with the larger group, GESI responsive and appropriate ICT teaching and learning resources needed to	4. Share with the larger group, the GESI responsive and appropriate ICT teaching and learning resources needed to teach the subtopics/	

	teach the subtopics/ concepts. Ref. to Course *Manuals pp. 26(A), 28(B) and 28 (C) respectively.*	concepts. Ref. to Course *Manuals pp. 26(A), 28(B) and 28 (C)* 5. *respectively.*	
Activity 3: Teaching and learning activities for the lesson.	**Teaching and learning activities for the lesson.** 1. Ask tutors in groups to read the teaching and learning activities on pp. 25, 27 and 27 of the manuals *A, B, and C* respectively and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the manuals on the teaching and learning activities for whole group discussion. 3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.** 4. Lead tutors in groups to discuss and prepare teaching and learning activities integrating the use of Youtube videos/ recommended texts/	**Teaching and learning activities for the lesson.** 1. In groups, read the teaching and learning activities on pp. 25, 27 and 27 of the manuals *A, B, and C* respectively and identify areas that require clarification. 2. Present the areas identified in the manuals on the teaching and learning activities for whole group discussion. 3. Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.** 4. In groups, discuss and prepare teaching and learning activities integrating the use of Youtube videos/ recommended texts/ charts to teach the	60 mins

	charts to teach the various topics.	various topics.
	5. Guide tutors in groups to write teaching and learning activities on a flip chart for teaching using the activities in the Course Manuals.	5. In groups, write teaching and learning activities on a flip chart for teaching using the activities in the Course Manuals.
	6. Let a tutor from each group carry out peer teaching of the lessons prepared.	6. Carry out peer teaching of the lesson prepared.
	7. Let a two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.	7. A two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.
Review Assessment Component	**Reflection** 8. Let tutors in their groups identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.	**Reflection** 8. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.
	9. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	9. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.
	10. Ask tutors to read the assessment component of Lessons 1 of the	10. Read the assessment component of Lessons 1 of the Course Manual and compare

	Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o. 11. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson. ***NOTE: Expected answers:*** *Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works* *Talk for learning, role play, find someone who…*	with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o. 11. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	
Activity 4: Evaluation and review of session	**Evaluation and review of session:** 1. Ask tutors to individually write down issues observed about the sessions and lessons delivered and share them with the whole group for clarification. 2. Ask tutors to point out key outstanding and critical issues that may need holistic attention. *(Nominate a secretary to*	**Evaluation and review of session:** 1. Write down issues observed about the lesson delivered and share it with the whole group for clarification. 2. Point out key outstanding and critical issues that may need holistic attention.	**15 mins**

	write down the concerns to be addressed in the subsequent session) 3. Remind tutors to identify a Critical Friend to observe their lesson to be discussed during the next PDS	3. Identify a Critical Friend to observe your lesson to be discussed during the next PDS	

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusivity* **PDS**: *Professional Development Session*

Age Phase: JHS

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 6 FOR LESSON 6 IN THE COURSES MANUALS

LESSON TOPICS

  i.   **Literary texts in the French language learning**
 ii.   **Use of ICT tools in teaching French**
iii.   **Places and manner of articulation II**

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*

1. Introduction / lesson overview:	Introduction/lesson overview
	
	Reflection
	1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).
	
	2. Ask tutors to share their observations and challenges encountered in the previous week's lesson delivery.
	
	3. Ask a Critical Friend to share their observation of Lesson 5 with the group and indicate what they learnt from the observation.
	
	4. Ask tutors to read Lessons 6's descriptions in the manuals:
	   A. Francophone African Literature
		Introduction/lesson overview
		
		Reflection
		1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game).
		
		2. Share your observations and challenges you encountered in the previous week's lesson delivery.
		
		3. Share your observation of Lesson 5 with the group and indicate what you learnt from the observation.
		
		4. Read Lessons 6's descriptions in the manuals:
		   A. Francophone African Literature
			15 mins

	and Culture, p.27 B. Methods of Teaching and Evaluating French, p.29 C. Phonetics and Phonology of French, p.29	and Culture, p.27 B. Methods of Teaching and Evaluating French p.29 C. Phonetics and Phonology of French p.29	
	5. Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the activities of the lessons.	5. Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the activities of the lessons.	
	6. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons.	6. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons.	
	7. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.	7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.	
	Ask tutors to share their findings. **Refer to the three Course Manuals A, B, C on pp 27, 29 and 29 respectively.**	Share your findings with colleagues. **Refer to the three Course Manuals A, B, C on pp 27, 29 and 29 respectively**	
Activity 2: Concept Development (New learning likely to arise in this lesson)	**Concept Development** 1. In groups, let tutors read the topics of the Lessons 6 and discuss possible subtopics under them. **Ref. to the three Course Manuals A, B, C, on pp. 28, 30 and 30 respectively**.	**Concept Development** 1. Read the topics of the Lessons 6 and discuss possible subtopics under them. **Ref. to the three Course Manuals A, B, C, on pp. 28, 30 and 30 respectively**.	30 mins

	2. Let tutors in groups identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.	2. In groups, identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.	
	3. Lead tutors in groups to identify and discuss appropriate ICT and GESI responsive resources needed to teach and learn the subtopics/concepts. *Ref. to Course Manuals pp. 30, 31 and 31 respectively.* **NTS:3j, 3m.**	3. In groups, identify and discuss appropriate ICT and GESI responsive resources needed to teach and learn the subtopics/concepts. *Ref. to Course Manuals pp. 30, 31 and 31 respectively.* **NTS:3j, 3m**.	
	4. Let individual groups share with the larger group, the appropriate ICT and GESI responsive teaching and learning resources needed to teach the subtopics/ concepts. *Ref. to Course Manuals **A. B** and **C** on pp. 30, 31 and 31 respectively*	4. Share with the larger group, the appropriate ICT and GESI responsive teaching and learning resources needed to teach the subtopics/ concepts. *Ref. to Course Manuals **A. B** and **C** on pp. 30, 31 and 31 respectively.*	
Activity 3: Teaching, learning and assessment activities for the lesson.	**Teaching and learning activities for the lesson.** 1. Ask tutors in groups to read the teaching and learning activities on *pp. 27-28, 30 and 30 of the manuals **A, B, C** respectively* and identify areas that require clarification.	**Teaching and learning activities for the lesson.** 1. In groups, read the teaching and learning activities on *pp. 27-28, 30 and 30 of the manuals **A, B, C** respectively* and identify areas that require clarification.	60 mins

	2. Ask a tutor in the group to present the areas identified in the manuals on the teaching and learning activities for whole group discussion.	2. Present the areas identified in the manuals on the teaching and learning activities for whole group discussion.	
	3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**	3. Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**	
	4. Lead tutors in groups to discuss and prepare teaching and learning activities integrating the use of YouTube videos/ IT tools/recommended literary texts/ charts to teach the various topics.	4. In groups, discuss and prepare teaching and learning activities integrating the use of YouTube videos/ IT tools/recommended literary texts/ charts to teach the various topics.	
	5. Guide tutors in groups to write teaching and learning activities on a flip chart for teaching using the activities in the Course Manuals.	5. Write teaching and learning activities on a flip chart for teaching using the activities in the Course Manuals.	
	6. Let a tutor from each group carry out peer teaching of the lessons prepared.	6. In groups, carry out peer teaching of the lessons prepared.	
Review Assessment Component	**Reflection** 7. Let tutors in their groups identify the core	**Reflection** 7. Identify the core transferable skills and	

	transferable skills and gender issues raised during the lesson delivery and explain how they were addressed. 8. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities. 9. Let tutors identify other resources that could be used in the delivery of the lessons. ***NOTE*** ***Expected responses:*** - *Critical thinking, Collaboration in groups, Digital literacy/ ICT* - *Cultural diversity, Equity and inclusivity in group works* - *Talk for learning, role play, find someone who…* 10.Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. ***NTS 3k, m, n, o.*** 11.Let tutors discuss how they can support student teachers to build their portfolios	gender issues raised during the lesson delivery and explain how they were addressed. 8. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities. 9. Identify other resources that could be used in the delivery of the lessons. 10. Read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. *NTS 3k, m, n, o.* 11. Let tutors discuss how they can support student teachers to build their portfolios	

	before/during/ after the lesson.	before/during/ after the lesson	
Activity 4: Evaluation and review of session	**Evaluation and review of session** 1. Ask tutors to individually write down issues observed about the sessions and lessons delivered and share them with the whole group for clarification. 2. Invite individual tutors who taught to share the advanced preparation they did towards preparation and delivery of the lessons. 3. Ask tutors to point out key outstanding and critical issues that may need holistic attention. **Note**: Nominate a secretary to write down the concerns to be addressed in the subsequent session 4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a	**Evaluation and review of session** 1. Write down issues observed about the sessions and lessons delivered and share them with the whole group for clarification. 2. Share the advanced preparation you did towards preparation and delivery of the lessons. 3. Point out key outstanding and critical issues that may need holistic attention. 4. Identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. *NTS 1a*	**15 mins**

NTEAP: *National Teacher Education Assessment Policy.*
GESI: *Gender Equality and Social Inclusion*
PDS: *Professional Development Session*

Age Phase: JHS
Name of Subject: French
Year 2 Semester 2
TUTOR PD SESSION 7 FOR LESSON 7 IN THE COURSE MANUALS
LESSON TOPICS:
   i.   **Literary Texts in French Language Teaching**
   ii.   **Use of ICT tools in teaching French.**
   iii.   **Vowels and consonants of French**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. Introduction / lesson overview	**Introduction/lesson overview** **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask a Critical Friend to share their observation of Lesson 6 with the group and indicate what they learnt from the observation. 3. Ask tutors to pair up and share their ideas on how they applied the new concepts from the previous week's session. (See Lesson 6 in PDS manual)	**Introduction/lesson overview** **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share their observation of Lesson 6 with the group and indicate what you learnt from the observation. 3. In pairs, share your ideas on the previous week's session and how you applied new concepts.	15 mins

	4. Let tutors in pairs discuss the LOs and LIs of Lesson 7 in the Course Manuals, indicate how they are related to student teachers' relevant previous knowledge.	4. In pairs, discuss the LOs and the LIs of Lesson 7 in the Course Manuals, indicate how they are related to student teachers' relevant previous knowledge.	
	5. Ask tutors to share their findings.	5. Share your findings with colleagues.	
	Refer to course manuals: *Francophone African Literature and Culture, p.29 Methods of Teaching and Evaluating French, p.32 Phonetics and Phonology of French, p.32*	*Refer to course manuals:* *Francophone African Literature and Culture, p.29 Methods of Teaching and Evaluating French, p.32 Phonetics and Phonology of French, p.32*	
	6. Ask tutors to read silently on the barriers that affect the teaching and learning of the Lesson 7 in the course manual.	6. Read silently on the barriers that affect the teaching and learning of the Lesson 7 in the course manual.	
	Ref. to course manuals: *A, B, C, pp. 29, 32 and 32 respectively.*	*Ref. to course manuals:* *A, B, C, pp. 29, 32 and 32 respectively.*	
	7. Lead whole group discussion on how to address these barriers during the teaching.	7. In a large group, discuss how to address these barriers during the teaching.	
Activity 2: Concept Development (New learning likely to arise in this lesson)	**Concept Development** 1. Ask tutors to read Lesson 7's description silently, identify key concepts in the lesson and share ideas on the concepts mentioned therein. 2. Let tutors, in groups, identify possible challenging areas in	**Concept Development** 1. In groups, read the Lesson 7's description, identify the key concepts from the Lesson descriptions and discuss them. 2. In groups, identify the possible challenging areas in teaching the	30 mins

| | teaching the concepts and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.

Ref. to course manuals: A, B, C, pp. 29, 32 and 32 respectively.

3. Invite the tutors to share their points with the larger group and then propose solutions.

4. Task tutors in pairs to put down appropriate resource materials needed for the delivery of the Lesson 7. NTS:3j, 3m

Ref. to course manuals: A, B, C, pp. 30, 34 and 34 respectively.

5. Let tutors pair and share their findings to the larger group. | concepts and show how you can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.

Ref. to course manuals: A, B, C, pp. 29, 32 and 32 respectively.

3. Share possible challenges and solutions with the larger group.

4. In pairs, think about the appropriate resource materials needed for the delivery of the Lesson 7 and write them down. NTS:3j, 3m

Ref. to course manuals: A, B, C, pp. 30, 34 and 34 respectively.

5. In pairs, share your findings to the larger group for discussion. | |
|---|---|---|---|
| **Activity 3: Teaching and learning activities for the lesson.** | **Teaching, learning and assessment activities for the lesson**

1. Ask tutors in groups to read the teaching and learning activities for Lesson 7 and identify areas that require clarification. *Ref. to course manuals:* A, B, C, pp. 29 - 30, 33 and 33 respectively. | **Teaching, learning and assessment activities for the lesson**

1. In groups, read the teaching and learning activities for Lesson 7 and identify areas that require clarification.

Ref. to course manuals: A, B, C, pp. 29 - 30, 33 and 33 respectively. | **60 mins** |

	2. Ask a tutor in each group to present the areas identified in the teaching and learning activities for whole group discussion.	2. Presents the areas identified in the teaching and learning activities for whole group discussion.	
	3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g	3. In small groups, discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g	
	4. Lead Tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/short text/ jigsaw to teach Lesson 7.	4. In groups, write on a flip chart teaching and learning activities for teaching Lesson 7 using YouTube videos short text/ jigsaw.	
	5. Ask tutors to read the areas for assessments for Lesson 7 in the manual silently and share ideas for evaluation of the lesson.	5. In groups, read the areas for assessments for Lesson 7 silently in the manual and suggest practical examples of assessment which can be used to evaluate Lesson.	
	Ref. to course manuals: A, B, C, pp. 30, 33 and 34 respectively.	*Ref. to course manuals: A, B, C, pp. 30, 33 and 34 respectively.*	
	6. Let two tutors from each group carry out peer teaching of the lesson prepared.	6. Two tutors from each group come forward and peer teach the lesson prepared.	
	7. Let a two-member panel use Lesson	7. A two-member panel uses the Lesson	

		Observation Guide to critique /assess the lesson delivery and share their observation with the whole group.	Observation Guide to critique /assess the lesson delivery and share their observations with the whole group.	
		Reflection 8. Let tutors in their groups identify the core and transferable skills used during the lesson delivery and explain how they were executed.	**Reflection** 8. In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed.	
		9. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	9. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	
		10. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	10. Tutors read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. *NTS 3k, m, n, o.*	
		11. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	11. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	
		12. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed	12. Read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as	

	by NTEAP and review as appropriate. *NTS 3k, m, n, o*.	appropriate. *NTS 3k, m, n, o*.	
	13. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	13. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	

	NOTE
	Expected answers:
	        Critical thinking,
	        Collaboration in
	        groups, Digital
	        literacy/ ICT
	        Cultural diversity,
	        Equity and
	        inclusivity in group
	        works
	        Talk for learning,
	        role play, find
	        someone who…		

Activity 4: Evaluation and review of session	**Evaluation and review of session** 1. Task tutors to individually put down concerns/remarks about the session. 2. Invite each tutor to share their remarks with the whole group for discussion. 3. Ask tutors to point out key outstanding and critical issues that may need holistic attention. *Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session*	**Evaluation and review of session** 1. Put down issues or remarks on the session which need to be addressed. 2. Share your concerns/ remarks with the larger group for discussion. 3. Point out key and outstanding issues that may need holistic attention.	15 mins

| | 4. Remind tutors to identify critical friend to observe their lesson to be discussed during the next PDS. | 4. Identify critical friend to observe your lesson to be discussed during the next PDS. | |

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusivity*

PDS: *Professional Development Session*

Age Phase: JHS
Name of Subject : FRENCH
Year 2 Semester 2
<div align="center">

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL
</div>

LESSON TOPICS:
  i.   **Contemporary Literary Genre**
  ii. **Preparation of Lesson Plan**
  iii. **Description of Speech Organs**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. Introduction / lesson overview	**Introduction/lesson overview** **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask tutors to reflect individually on the previous week's session and record their experiences. 3. Ask a Critical Friend to share their observation of Lesson 7 with the group and indicate what they learnt from the observation. 4. Ask tutors to pair up and share ideas on their experiences.	**Introduction/lesson overview** **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Reflect individually on the previous week's session and record their experiences. 3. Share your observation of Lesson 7 with the group and indicate what you learnt from the observation. 4. Pair up and share ideas on their experiences.	**15 mins**

	5. Ask tutors to read the **Lesson 8's description** in the Course manuals. *Francophone African Literature and Culture p.31 Methods of Teaching and Evaluating French p.35 Phonetics and Phonology of French p. 35* 6. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons. 7. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 8. Let tutors share their findings. ***Ref. to course manuals:*** *A, B, C, pp. 31, 35 and 35 respectively.* 9. Ask tutors to read silently on barriers that may affect the learning of the **Lesson 8** in the Manuals. 10. Lead whole group discussion on how to address them during the teaching and learning process.	5. Read the **Lesson 8's description** in the Course manuals. *Francophone African Literature and Culture p.31 Methods of Teaching and Evaluating French p.35 Phonetics and Phonology of French p. 35* 6. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons. 7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 8. Share your findings with colleagues. ***Ref. to course manuals:*** *A, B, C, pp. 31, 35 and 35 respectively.* 9. Read silently on barriers that may affect the learning of the **Lesson 8** in the Manuals. 10. Whole group discussion on how to address them during the teaching and learning process.	

2. Concept Development (New learning likely to arise in this lesson):	Concept Development 1. Ask tutors, in groups, to read the sub-topics of Lesson 8 and discuss them. *Ref. to the course manuals: A, B, C, pp. 31, 36 and 35-36 respectively.* 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. 3. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. *Ref. to Course Manuals: A, B, C, pp. 32, 36 and 36 respectively.* NTS:3j, 3m 4. Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.	Concept Development 1. In groups, read the sub-topics of Lesson 8 and discuss them. *Ref. to the course manuals: A, B, C, pp. 31, 36 and 35-36 respectively.* 2. In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. 3. In groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? *Ref. to Course Manual pp. 8-9* NTS:3j, 3m *A, B, C, pp. 32, 36 and 36 respectively.* NTS:3j, 3m 4. In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.	30 mins

	5. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, make collection of short stories, look for recorded folklore songs on YouTube.	5. Identify other resources that could be used in the delivery of the lesson prepared. Eg, make collection of short stories, look for recorded folklore songs on YouTube.	
3. Teaching, learning and assessment activities for the lesson.	**Teaching and learning activities for the lesson.** 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g 4. Lead tutors using YouTube videos/literary text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.	**Teaching and learning activities for the lesson.** 1. In your groups, read the teaching and learning activities and identify areas that require clarification. 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g 4. Using YouTube videos/literary texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.	60 mins

	5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h	5. Carry out peer teaching of the lesson prepared. NTS 3h	
	6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.	6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.	
	7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j	7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j	
	Reflection 8. Let tutors in their groups identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.	**Reflection** 8. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.	
	9. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	9. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	
	10. Let tutors identify other resources that could be used in the delivery of the lessons.	10. Identify other resources that could be used in the delivery of the lessons.	

	11. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**. 12. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson. *NOTE: Expected answers: Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who…*	11. Read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**. 12. Discuss how you can support student teachers to build their portfolios before/during/ after the lesson.	
4. Evaluation and review of session:	**Evaluation and review of session** 1. Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification. 2. Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson. 3. Ask individual tutors to point out unresolved	**Evaluation and review of session** 1. Share the issues you have about the lesson delivered for clarification? 2. Share the advance preparation you have done that facilitated the preparation and delivery of the lesson? 3. Point out unresolved issues that need to be	**15 mins**

	issues that needs attention. *(Nominate a secretary to write down the concerns to be addressed in the subsequent session)* 4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**	attended to. 4. Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.**NTS 1a**	

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusivity*

PDS: *Professional Development Session*

Age Phase: JHS
Name of Subject: FRENCH
Year 2 Semester 2

<p align="center">**TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL**</p>

LESSON TOPICS:
  i.   **Contemporary Literary Genre**
 ii.   **Preparation and use of TLM**
iii.   **Vowels and their places of Articulation**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. Introduction / lesson overview	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences. 3. Ask a Critical Friend to share their observation of Lesson 8 with the group and indicate what they learnt from the observation. 4. Ask tutors to read the **Lesson 9's description** in the Course manuals.	Introduction/lesson overview **Reflection** 1. Start the PD Session with an icebreaker in French (a song/poem/short game) 2. The Critical Friend and tutors reflect individually on the previous week's session and record their experiences. 3. Critical friend shares observation of lesson 8 with the group and indicate what was learnt from the observation. 4. Read the **Lesson 9's description** in the Course manuals.	15 mins

	Francophone African Literature and Culture p.33 Methods of Teaching and Evaluating French p.37 Phonetics and Phonology of French p.37 5. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons. 6. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 7. Let tutors share their findings. ***Ref. to course manuals:*** *A, B, C, pp. 33, 37 and 37 respectively.* 8. Ask tutors to read silently on barriers that may affect the learning of the **Lesson 9** in the Manuals. 9. Lead whole group discussion on how to address them during the teaching and learning process.	*Francophone African Literature and Culture p.33 Methods of Teaching and Evaluating French p.37 Phonetics and Phonology of French p.37* 5. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons. 6. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 7. Share your findings with colleagues. ***Ref. to course manuals:*** *A, B, C, pp. 33, 37 and 37 respectively.* 8. Read silently on barriers that may affect the learning of the **Lesson 9** in the Manuals. 9. Whole group discussion on how to address them during the teaching and learning process.	
2. Concept Development (New learning likely to arise in this lesson):	**Concept Development** 1. Ask tutors, in groups, to read the sub-topics of Lesson 9 and discuss them.	**Concept Development** 1. In groups, read the sub-topics of Lesson 9 and discuss them.	**30 mins**

	Ref. to the course manuals: *A, B, C, pp. 34, 38 and 38 -39* *respectively.* 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. 3. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. *Ref. to Course Manuals:* *A, B, C, pp. 34, 38 and 38* *respectively.* NTS:3j, 3m 4. Ask tutors, in their individual groups, to share their findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 5. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, make collection of short stories, look for recorded folklore songs on YouTube.	*Ref. to the course manuals:* *A, B, C, pp. 34, 38 and 38 -* *39 respectively.* 2. In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. 3. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? *Ref. to Course Manual pp.* *8-9* NTS:3j, 3m *A, B, C, pp. 34, 38 and 38* *respectively.* NTS:3j, 3m 4. In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 5. Identify other resources that could be used in the delivery of the lesson prepared. Eg, make collection of short stories, look for recorded folklore songs on YouTube.	

3. Teaching, learning and assessment activities for the lesson.	Teaching and learning activities for the lesson.	Teaching and learning activities for the lesson.	60 mins
	1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.	1. In your groups, read the teaching and learning activities and identify areas that require clarification.	
	2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.	2. Present the areas you identified in the teaching and learning activities for whole group discussion.	
	3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g	3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g	
	4. Lead tutors using YouTube videos/literary text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.	4. Using YouTube videos/literary texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.	
	5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h	5. Carry out peer teaching of the lesson prepared. NTS 3h	
	6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the	6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the	

	whole group after the lesson.	lesson.
	7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j	7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j
	8. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. ***NTS 3k, m, n, o***.	8. Tutors read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. ***NTS 3k, m, n, o***.
	9. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	9. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.
	Reflection 10. Let tutors in their groups identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.	**Reflection** 10. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.
	11. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	11. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.

	12. Let tutors identify other resources that could be used in the delivery of the lessons. **NOTE: Expected answers:** *Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works.* *Talk for learning, role play, find someone who…*	12. Identify other resources that could be used in the delivery of the lessons.	
4. Evaluation and review of session:	**Evaluation and review of session** 1. Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification. 2. Invite individual tutors who taught to share the advance preparation they did towards preparation and delivery of the lesson. 3. Ask individual tutors to point out unresolved issues that needs attention. *(Nominate a secretary to write down the concerns to be addressed in the subsequent session)* 4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let	**Evaluation and review of session** 1. Share the issues you have about the lesson delivered for clarification. 2. Share the advance preparation you did that facilitated the preparation and delivery of the lesson? 3. Point out unresolved issues that need to be attended to. 4. Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share	**15 mins**

| | | the Critical friend share his or her observation during the next PDS. **NTS 1a** | his/her observation during the next PDS.**NTS 1a** | |

NTEAP: National Teacher Education Assessment Policy.
GESI: Gender Equity Social Inclusivity
PDS: Professional Development Session

Age Phase: JHS
Name of Subject: French
Year 2 Semester 2
<center>**TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUALS**</center>
LESSON TOPICS:
  i.   **Contemporary literary genre**
  ii.   **Creating Professional portfolios**
  iii. **Consonants and their places and manner of articulation**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. Introduction / lesson overview	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask a Critical Friend to share their observation of Lesson 9 with the group and indicate what they learnt from the observation. 3. Ask tutors to pair up and share their ideas on how they applied the new concepts from the previous week's session. (See Lesson 9 in PDS manual) 4. Let tutors in pairs discuss the LOs and LIs of Lesson 10 in the Course Manuals,	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share their observation of Lesson 9 with the group and indicate what they learnt from the observation. 3. In pairs, share your ideas on previous week's session and how you applied new concepts. 4. In pairs, discuss the LOs and the LIs of Lesson 10 in the Course Manuals,	15 mins

	indicate how they are related to student teachers' relevant previous knowledge. 5. Let tutors share their findings. ***Refer to course manuals:*** *Francophone African Literature and Culture, p. 35 Methods of Teaching and Evaluating French, p. 39 Phonetics and Phonology of French, p. 39* 6. Ask tutors to read silently on the barriers that affect the teaching and learning of the Lesson 10 in the course manual. ***Ref. to course manuals:*** *A, B, C, pp. 35, 39 and 39 respectively.* 7. Lead whole group discussion on how to address these barriers during the teaching.	indicate how they are related to student teachers' relevant previous knowledge. 5. Share your findings with colleagues. ***Refer to course manuals:*** *Francophone African Literature and Culture, p. 35 Methods of Teaching and Evaluating French, p. 39 Phonetics and Phonology of French, p. 39* 6. Read silently on the barriers that affect the teaching and learning of the Lesson 10 in the course manual. ***Ref. to course manuals:*** *A, B, C, pp. 35, 39 and 39 respectively.* 7. In a large group, discuss how to address these barriers during the teaching.	
Activity 2: Concept Development (New learning likely to arise in this lesson)	**Concept Development** 1. Ask tutors to read Lesson 10's description silently, identify key concepts in the lesson and share ideas on the concepts mentioned therein. 2. Let tutors, in groups, identify possible challenging areas in teaching teaching the subtopics / concepts and	**Concept Development** 1. In groups, read the Lesson 10's description, identify the key concepts from the Lesson descriptions and discuss them. 2. Identify possible challenging areas in teaching teaching the subtopics / concepts and show how they	**30 mins**

| | show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.

Ref. to course manuals:
A, B, C, pp. 35, 39 and 39 respectively.

3. Invite the tutors to share their points with the larger group and then propose solutions.

4. Task tutors in pairs to put down appropriate resource materials needed for the delivery of the Lesson 10.
NTS:3j, 3m

Ref. to course manuals:
A, B, C, pp. 36, 40 and 40 respectively.

5. Let tutors pair and share their findings to the larger group. | can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.

Ref. to course manuals:
A, B, C, pp. 35, 39 and 39 respectively.

3. In a whole group discussion, share possible challenges and solutions with the larger group.

4. In pairs, think about the appropriate resource materials needed for the delivery of the Lesson 10 and write them down.
NTS:3j, 3m

Ref. to course manuals:
A, B, C, pp. 36, 40 and 40 respectively.

5. In pairs, share your findings to the larger group for discussion. | |
|---|---|---|---|
| **Activity 3: Teaching and learning activities for the lesson.** | **Teaching, learning and assessment activities for the lesson**

1. Ask tutors in groups to read the teaching and learning activities for Lesson 10 and identify areas that require clarification.

Ref. to course manuals:
A, B, C, pp. 35 - 36, 40 and | **Teaching, learning and assessment activities for the lesson**

1. In your groups, read the teaching and learning activities for Lesson 10 and identify areas that require clarification.

Ref. to course manuals:
A, B, C, pp. 35 - 36, 40 and | **60 mins** |

	39 - 40 respectively.	*39 - 40 respectively.*	
	2. Ask a tutor in each group to present the areas identified in the teaching and learning activities for whole group discussion.	2. Present the areas identified in the teaching and learning activities for whole group discussion.	
	3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g	3. In small groups, discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g	
	4. Lead Tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/short text/ jigsaw to teach Lesson 10.	4. In groups, write on a flip chart teaching and learning activities for teaching Lesson 10 using YouTube videos short text/ jigsaw.	
	5. Ask tutors to read the areas for assessments for Lesson 10 in the manual silently and share ideas for evaluation of the lesson.	5. In groups, read the areas for assessments for Lesson 10 silently in the manual and suggest practical examples of assessment which can be used to evaluate Lesson.	
Review Assessment Component	***Ref. to course manuals:*** *A, B, C, pp. 36, 40 and 40 respectively.*	***Ref. to course manuals:*** *A, B, C, pp. 36, 40 and 40 respectively.*	
	6. Let two tutors from each group carry out peer teaching of the lesson prepared.	6. Two tutors from each group come forward and peer teach the lesson prepared.	

	7. Let a two-member panel use Lesson Observation Guide to critique /assess the lesson delivery and share their observation with the whole group.	7. A two-member panel uses the Lesson Observation Guide to critique /assess the lesson delivery and share their observations with the whole group.	
	Reflection 8. Let tutors in their groups identify the core and transferable skills used during the lesson delivery and explain how they were executed.	**Reflection** 8. In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed.	
	9. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	9. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	
	10. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	10. Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.	
	NOTE *Expected answers:* *Critical thinking,* *Collaboration in groups,* *Digital literacy/ ICT* *Cultural diversity, Equity and inclusivity in group works.* *Talk for learning, role play, find someone who…*		

	11. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	11. Read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	
	12. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	12. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	
Activity 4: Evaluation and review of session	**Evaluation and review of session**	**Evaluation and review of session**	**15 mins**
	1. Task tutors to individually put down concerns/remarks about the session.	1. Put down issues or remarks on the session which need to be addressed.	
	2. Invite each tutor to share their remarks with the whole group for discussion.	2. Share your concerns/ remarks with the larger group for discussion.	
	3. Ask tutors to point out key outstanding and critical issues that may need holistic attention. *Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session*	3. Point out key and outstanding issues that may need holistic attention.	
	4. Remind tutors to identify critical friend to observe their lesson to be discussed during the next PDS.	4. Note the reminder to identify critical friend to observe your lesson to be discussed during the next PDS.	

NTEAP: *National Teacher Education Assessment Policy.*
GESI: *Gender Equity Social Inclusivity*
PDS: *Professional Development Session*

Age Phase: JHS

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 11 FOR LESSON 11 IN THE COURSE MANUAL

LESSON TOPICS

   i.   Components /features of the JHS curriculum for Literature

   ii.   Assessment and evaluation in the language classroom

  iii.   Syllable and minimal pairs

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*

1. **Introduction / lesson overview**	**Introduction/lesson overview**
	
	Reflection
	
	1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game).
	
	2. Ask a Critical Friend to share their observation of Lesson 10 with the group and indicate what they learnt from the observation.
	
	3. Ask Tutors to read Lessons 11's descriptions in the manuals:
	  D. *Francophone African Literature and Culture p.37*
	  E. *Methods of Teaching and Evaluating French P41*
	  F. *Phonetics and Phonology of French pg.41*
		Introduction/lesson overview
		
		Reflection
		
		1. Start the PD Session with an Ice Breaker in French (a song/ poem/ short game).
		
		2. Share their observation of Lesson 10 with the group and indicate what they learnt from the observation.
		
		3. Read Lessons 11's descriptions in the manuals:
		  D. *Francophone African Literature and Culture p.37*
		  E. *Methods of Teaching and Evaluating French P41*
		  F. *Phonetics and Phonology of French 41*
			15 mins

	4. Lead them to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the activities of the lessons. 5. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons. 6. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 7. Let tutors share their findings. ***Refer to the three Course Manuals A, B, C on pp 37, 41 and 17 respectively.***	4. Discuss how to integrate crosscutting issues *(gender equality and social inclusion (GESI), ICT)* in the activities of the lessons. 5. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lesson. 6. Discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 7. Share your findings with colleagues. ***Refer to the three Course Manuals A, B, C on pp 37, 41 and 41respectively.***	
Activity 2: Concept Development (New learning likely to arise in this lesson):	**Concept Development** 1. In groups, let tutors read the topics of the Lesson 11 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp.37 - 38, 42 and 18 respectively***. 2. Let tutors in groups identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to use different activities and strategies to support learning of	**Concept Development** 1. Read the topics of the Lessons 11 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 37-38, 42 and 18, respectively***. 2. Identify possible challenging areas in teaching the subtopics / concepts and show how you can help student teachers to use different activities and strategies to	30 mins

	these areas in basic schools through STS activities. 3. Lead tutors in groups to identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts. Ref. to Course *Manuals pp. 38,42 in each case.* **NTS:3j, 3m** 4. Let individual groups share with the larger group, the appropriate, GESI and ICT responsive teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course *Manuals **A, B, C** on pp. 38,43 in each case*	support learning of these areas in basic schools through STS activities. 3. Identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts. *Ref. to Course Manuals pp. 38 in each case.* **NTS:3j, 3m.** 4. Share with the larger group, the appropriate, GESI and ICT responsive teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course *Manuals **A, B, C** on pp. 38,43 in each case.*	
Activity 3: Teaching and learning activities for the lesson.	**Teaching and learning activities for the lesson.** 1. Ask tutors in groups to read the teaching and learning activities on *pp. 38,43-44 18 and 18 of the manuals **A, B, C** respectively* and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the manuals on the teaching and learning activities for whole group discussion. 3. Ask tutors to discuss in groups and share with	**Teaching and learning activities for the lesson.** 1. Read the teaching and learning activities on pp. 38, 43-44, 18 and 18 of the manuals ***A, B, C*** respectively and identify areas that require clarification. 2. Present the areas identified in the teaching and learning activities for whole group discussion. 3. Tutors discuss in smaller groups and	60 mins

		the whole group how to integrate the core and transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**	share with the whole group how to integrate the core and transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**
		4. Lead tutors in groups to discuss and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.	4. Discuss in groups and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.
		5. Let two tutors from each group carry out peer teaching of the lesson prepared.	5. Two tutors from each group carry out peer teaching of the lesson prepared.
		6. Let a two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.	6. A two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.
Review Assessment Component		**Reflection** 7. Let tutors in their groups identify the core and transferable skills and gender issues raised during the lesson delivery and explain how it was executed.	**Reflection** 7. Tutors in their groups identify the core and transferable skills and gender issues raised during the lesson delivery and explain how it was executed.
		8. Let tutors explain how they can support student teachers to support basic school learners to develop the core and	8. Explain how they can support student teachers to support basic school learners to develop the core

	transferable skills through STS activities. **NOTE:** *Expected answers:* • *Critical thinking, Collaboration in groups, Digital literacy/ ICT.* • *Cultural diversity, Equity and inclusivity in group works.* • *Talk for learning, role-play, find someone who.*	and transferable skills through STS activities.	
	9. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	9. Tutors read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	
	10. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	10. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	
Activity 4: Evaluation and review of session:	**Evaluation and review of session** 1. Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification. 2. Invite individual tutors who taught to share the advance preparation they did towards preparation	**Evaluation and review of session** 1. Share the issues you have learnt about the lesson delivered for clarification. 2. Share the advance preparation you did that facilitated the preparation and delivery of the lesson.	**15 mins**

	and delivery of the lesson.	
	3. Ask individual tutors to point out unresolved issues that need attention. *(Nominate a secretary to write down the concerns to be addressed in the subsequent session)*	3. Point out unresolved issues that need to be attended to.
	4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**	4. Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/she would share his/her observation during the next PDS.**NTS 1a**

NTEAP*: National Teacher Education Assessment Policy.*

GESI*: Gender Equity Social Inclusivity*

PDS*: Professional Development Session*

Age Phase: JHS

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 2 FOR LESSON 12 IN THE COURSE MANUAL

LESSON TOPICS

i.   **A: Pedagogical knowledge and professional issues related to Francophone African literature and culture**

ii. **B: Pedagogical knowledge and professional issues related to Methods of teaching and evaluating French**

iii. **C: Pedagogical knowledge and professional issues related to phonetics and phonology**

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	*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 state of the session)*	*Time in session*
1. Introduction / lesson overview	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask a Critical Friend to share their observation of Lesson 10 with the group and indicate what they learnt from the observation. 3. Ask Tutors to read Lessons 2's descriptions in the manuals: G. *Francophone African Literature and Culture p.39* H. *Methods of Teaching*	Introduction/lesson overview **Reflection** 1. Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). 2. Critical Friend to share their observation of Lesson 10 with the group and indicate what they learnt from the observation. 3. Read Lessons 2's descriptions in the manuals: G. *Francophone African Literature and Culture p.39* H. *Methods of*	15 mins

	and Evaluating French P44 I. *Phonetics and Phonology of French pg.43.* 4. Lead tutors to discuss how to integrate crosscutting issues *(gender equality and social inclusion (GESI), ICT)* in the activities of the lesson. 5. Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons. 6. Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. and share their findings. ***Refer to the three Course Manuals A, B, C on pp 39, 44and 43 respectively.***	*Teaching and Evaluating French P44* I. *Phonetics and Phonology of French 43* 4. Discuss how to integrate crosscutting issues *(gender equality and social inclusion (GESI), ICT)* in the activities of the lesson. 5. Identify key concept(s) from the descriptions of the three manuals to be discussed in the lesson. 6. Discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge and share your findings. ***Refer to the three Course Manuals A, B, C on pp 39, 44 and 43 respectively.***	
Activity 1: Concept Development (New learning likely to arise in this lesson) :	**Concept Development** 1. In groups, let tutors read the topics of the Lessons 2 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 42-43,46 and 48 respectively.*** 2. Let tutors in groups identify possible challenging areas in teaching the subtopics / concepts and show how they can help student teachers to use different	**Concept Development** 1. Read the topics of the Lessons 2 and discuss possible subtopics under them. ***Ref. to the three Course Manuals A, B, C, pp. 42-43-46 and 48 respectively.*** 2. Identify possible challenging areas in teaching the subtopics /concepts and show how you can help student teachers to use different activities and	**30 mins**

	activities and strategies to support learning of these areas in basic schools through STS activities. 3. Lead tutors in groups to identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts. Ref. Course *Manuals pp. 43,47 and 47 in each case.* **NTS:3j, 3m** 4. Let individual groups share with the larger group, the appropriate, GESI and ICT responsive teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course *Manuals **A, B, C** on pp. 19 in each case*	strategies to support learning of these areas in basic schools through STS activities. 3 In groups, identify and discuss appropriate, GESI and ICT responsive resources needed to teach and learn the subtopics/concepts. *Ref. to* Course *Manuals pp.43, 47 and 47 in each case.* **NTS:3j, 3m.** 4 Share with the larger group, the appropriate, GESI and ICT responsive teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course *Manuals **A, B, C** on pp. 19 in each case.*	
Activity 2: Teaching and learning activities for the lesson.	**Teaching and learning activities for the lesson.** 1. Ask tutors in groups to read the teaching and learning activities on *pp. 39-40,44-45 and 44 of the manuals **A, B, C** respectively* and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the manuals on the teaching and learning activities for whole group discussion. 3. Ask tutors to discuss in groups and share with the whole group how to	**Teaching and learning activities for the lesson.** 1. Read the teaching and learning activities on pp. 39-40, 44-45 and 44 of the manuals **A, B, C** respectively and identify areas that require clarification. 2. A tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. 3. Tutors discuss in smaller groups and share with the whole	**60 mins**

	integrate the core and transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**	group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. **NTS 1a, 1b, 2c, 3f, 3g.**	
	4. Lead tutors in groups to discuss and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.	4. Discuss in groups and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.	
	5. Let two tutors from each group carry out peer teaching of the lesson prepared.	5. Carry out peer teaching of the lesson prepared.	
	6. Let a two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.	6. Use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.	
Review Assessment Component	**Reflection** 7. Let tutors in their groups identify the core and transferable skills and gender issues raised during the lesson delivery and explain how it was executed.	**Reflection** 7. Tutors in their groups identify the core and transferable skills and gender issues raised during the lesson delivery and explain how it was executed.	
	8. Let tutors explain how they can guide student teachers to support basic school learners to develop the core and transferable skills through STS activities.	8. Explain how you can guide student teachers to support basic school learners to develop the core and transferable skills through STS activities.	

	9. Let tutors identify other resources that could be used in the delivery of the lessons.	9. Identify other resources that could be used in the delivery of the lessons.	
	10. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	10. Read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. **NTS 3k, m, n, o**.	
	11. Let tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson. **NOTE:** ***Expected answers:*** *Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works.* *Talk for learning, role-play, find someone who.*	11. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.	
Activity 4: Evaluation and review of session:	**Evaluation and review of session** 1. Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification. 2. Invite individual tutors who taught to share the advance preparation they did towards preparation and delivery of the lesson.	**Evaluation and review of session** 1. Share the issues you have observed about the lesson delivered for clarification. 2. Share the advance preparation you did that facilitated the preparation and delivery of the lesson.	15 mins

	3. Ask individual tutors to point out unresolved issues that need attention. *(Nominate a secretary to write down the concerns to be addressed in the subsequent session)* 4. Ask tutors to review the PD sessions indicating the lessons learned and the impact the sessions have had on their teaching of the course.	3. Point out unresolved issues that need to be attended to. 4. Review the PD sessions indicating the lessons learned and the impact the sessions have had on your teaching of the course.	

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusivity*

PDS: *Professional Development Session*

College of Education Tutor Professional Development (TPD) Survey – Coordinators Survey

Introduction

This survey should be completed by the TPD Coordinators for each College of Education. This survey will be completed on the College of Education Management Information System (CEMIS). The survey should be completed each week after TPD sessions.

1. Name of College of Education	
2. Please enter the date of the session	

3. Did today's scheduled TPD session take place?		
Yes	1	Go to Q5
No and we did not reschedule.	2	Go to Q4
No but we rescheduled for later this week or for an additional slot next week	3	Go to Q4

4. If the TPD session did not take place, please explain why		
Conflict with other activities	1	End data submission.
No one showed up for the session.	2	
Other (please specify) ……………….	3	

5. How many male tutors attended?	*Answer must be a number……………………………….. ………………………………………………………………………*
6. How many female tutors attended?	*Answer must be a number……………………………….. ………………………………………………………………………*
7. Which session was it?	*Answer must be a text……………………………………… ………………………………………………………………………*

8. What was the level of tutor participation during today's session?	
75-100% of the tutors were engaged	1
50-75% of the tutors were engaged	2
25-50% of the tutors were engaged	3
0-25% of the tutors were engaged	4

9. Please rate yourself on how well you facilitated the session	
I was not prepared	1
I could have been better prepared.	2
I felt adequately prepared.	3
I was very prepared and knew the content well	4

10. Did anyone from your mentoring University visit your college to observe and participate in the PD session?		
Yes	1	Go to Q11
No	2	Skip to Q13

11. What kind of support was provided during the visit?	
The University team worked with me to prepare for the session.	1
The University team participated in the PD session.	2
The University team observed the session.	3
After the session, the University team gave feedback on how the session went	4

12. How valuable was the support to you?	
Not Valuable	1
Somewhat Valuable	2
Very Valuable	3

13. Do you think the tutors found the session valuable?	
Not Valuable	1
Somewhat Valuable	2
Very Valuable	3

14. How adequately do you think Gender Equality and Social Inclusion (GESI) issues were addressed throughout the session?	
Not Adequate	1
Somewhat Adequate	2
Very Adequate	3

15. How much impact do you think the session will have on the learning of students?	
Very Good	1

Good	2
Minimal	3

16. Based on the reflection on the session today, what percentage of tutors do you think are applying interactive teaching strategies learnt from the sessions in their classes?	
75-100% of tutors are applying interactive teaching strategies in their classes	1
50-75% of tutors are applying interactive teaching strategies in their classes	2
25-50% of tutors are applying interactive teaching strategies in their classes	3
0-25% of tutors are applying interactive teaching strategies in their classes	4

17. What percentage of tutors do you think are using ICT in their classes as teaching aids e.g., integration of videos, PowerPoint presentations and as a research tool?	
75-100% of tutors are using ICT as teaching aids in their classes	1
50-75% of tutors are using ICT as teaching aids in their classes	2
25-50% of tutors are using ICT as teaching aids in their classes	3
0-25% of tutors are using ICT as teaching aids in their classes	4

18. Did the Principal and/or Vice Principal attend, visit or monitor the PD session? (Choose one or more answer from the list)?	
The Principal	1
The Vice Principal	2
Neither the Principal nor Vice Principal attended	3