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

HANDBOOK FOR COORDINATORS















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Foreword

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

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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
 - o improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme
 - o 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;
 - o introduce the new approach to PD and organisation of the weekly Sessions
 - o introduce the course manuals

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL

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 1. Introduction / lesson	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Introduction/lesson	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session) Introduction/lesson	Time in session
Needlection 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	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.	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.	

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.
- 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.
- Let tutors share their views with the whole group.

Ref. to course manuals:

A: Francophone African
Literature and Culture,
p.10
R: Mathods of Tagghing

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:	Ref. to course manuals:	
			_	
2.	Concept Development		· · · · · · · · · · · · · · · · · · ·	30 mins
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.	A, B, C, pp. 11, 10 and 10 respectively 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. 11, 10 and 10 respectively 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	30 mins
		A, B, C, pp. 16, 13 and 12 respectively NTS:3j, 3m	pp. 8-9 NTS:3j, 3m A, B, C, pp. 16, 13 and 12 respectively NTS:3j, 3m	

		4. Ask the individual groups to share their findings on the appropriate GESI responsive resources needed for the teaching and learning of the concept/subtopics with the larger group. 4. In your individual groups, share your findings on the appropriate GESI responsive resource needed to teach an learn the concept/sub-topics with the larger group.	d
		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 lessor prepared. E.g, make collection of short stories, look for recorded folklore songs on YouTube.	on
3.	Teaching, learning and	Feaching and learning Teaching and learning	60 mins
	assessment activities	activities for the lesson activities for the lesson	ո
	for the lesson		
•	Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. In your groups, read the teaching and learning activities a identify areas that require clarification 	nd
•	Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment	 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Present the areas y identified in the teaching and learning activities for whole group discussion. 	ng
	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	3. In small groups, 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 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills a GESI in both B. Ed. and Basic School curricula into the	

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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.	
	 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 component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as	

4.	Evaluation and review	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. Evaluation and review of	appropriate. NTS 3k, m, n, o. 9. Discuss how you can support student teachers to build their portfolios before/during/ after the lesson. Evaluation and review of	15 mins
•	of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment O Advance preparation O In the case of	1. Ask tutors to individually write down issues observed about the lesson and share them with the whole group for clarification.	session1. Share any issues you have about the lesson for clarification?	
	unresolved issues	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 and give them feedback. 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 and give you feedback, and 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

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 1. Introduction / lesson overview	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Introduction/lesson overview	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Introduction/lesson overview	Time in session 15 mins
	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	Reflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Share your observation of Lesson	
	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:	 with the group and indicate what you learnt from the observation. 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	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	

	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	

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	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. Ref. to Course Manuals pp. 19 in each case. NTS:3j, 3m	use different activities and strategies to support learning of these areas in basic schools through STS activities. 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.	
	Ask a tutor in their groups to present the areas identified in the	Present the areas identified in the teaching and learning	

- 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.
- 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.
- 5. Let 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.

Reflection

 Let tutors in their groups identify the core and transferable skills and gender issues raised during the lesson delivery and

- activities for whole group discussion.
- 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. Discuss in groups and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.
- 5. Carry out peer teaching of the lesson prepared.
- A two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.

Reflection

 In your groups identify the core and transferable skills and gender issues raised during the lesson delivery and explain

Review Assessment Component

	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.	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.	
	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.		
	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.
Ask individual tutors to
point out unresolved
issues that need

delivered for clarification.

2. issues that need attention.

2. Point out unresolved issues that need to be attended to.

(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

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

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 /	Introduction/lesson	Introduction/lesson	15 mins
lesson overview	overview	overview	
	Reflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).	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)	2. In pairs, share your ideas on previous week's session and how you applied new concepts.	
	3. Ask a Critical Friend to share their observation of Lesson 2 with the group and indicate what they learnt from the observation.	3. Share your 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	4. In pairs, discuss the LOs and the LIs of Lesson 3 in the Course Manuals,	

	related to student	indicate how they are	
	teachers' relevant	related to student	
	previous knowledge.	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	Concept Development	Concept Development	30 mins
Development (New			
learning likely to arise	1. Ask tutors to read Lesson	1. In groups, read the	
in this lesson)	3's description silently,	Lesson 3's	
	identify key concepts in	description, identify	
	the lesson and share ideas	the key concepts	
	on the concepts	from the Lesson	
	mentioned therein.	descriptions and discuss them.	
	2. Let tutors, in groups,	2. In groups, identify	

			Т
	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.	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.	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.	3. Share possible challenges and solutions with the larger group.	
	4. Task tutors in pairs to put down appropriate resource materials needed for the delivery of the Lesson 3. NTS:3j, 3m	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.	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.	5. In pairs, share your findings to the larger group for discussion.	60
Activity 3: Teaching and learning activities for the lesson.	Teaching, learning and assessment activities for the lesson.	Teaching, learning and assessment activities for the lesson.	60 mins
	 Ask tutors in groups to read the teaching and learning activities for Lesson 3 and identify areas that require clarification. 	1. In your groups, read the teaching and learning activities for Lesson 3 and identify areas that require clarification.	

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.

Review Assessment Component

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

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.

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

- Let two tutors from each group carry out peer teaching of the lesson prepared.
- Let a two-member panel use Lesson Observation Guide to critique /assess the lesson delivery and share their observation with the whole group.
- 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. Let tutors in their groups identify the core and transferable skills used during the lesson delivery and explain how they were executed.
- 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

Reflection

- 8. In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed.
- 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

	nortfolios hatora/during/		
	portfolios before/during/	portfolios	
	after the lesson.	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	Evaluation and review of	Evaluation and review of	15 mins
Activity 4: Evaluation and review of session	session	session	TO MINS
	1. Task tutors to individually	Put down issues or remarks on the	
	put down concerns/remarks about	session which need	
	the session.	to be addressed.	
	the session.	to be addressed.	
	2. Invite tutors to share their remarks with the whole group for discussion.	Share your concerns/ remarks with the larger group for discussion.	
	3. Ask tutors to point out key	3. Point out key and	
	outstanding and critical	outstanding issues	
	issues that may need	that may need holistic	
	holistic attention.	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.	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

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	Guidance notes on	Guidance Notes on Tutor	Time in
the frame for what is to	Leading the session. What	Activity during the PD	session
be done. The guidance	the SL/HoDs will have to	Session. What PD	
notes in italics identify	say during each stage of	Session participants	
the prompt the SL/HoD	the session	(Tutors) will do during	
needs and each one must		each stage of the	
be addressed		session.	
1. Introduction /	Introduction/lesson	Introduction/lesson	15 mins
lesson overview	overview	overview	
	Reflection	Reflection	
	 Let tutors pair up and reflect on previous PD session and share what they learnt. 	In pairs share what you learnt in the previous PD session.	
	2. Let tutors individually read and explain the main purpose of the lesson in the French Course Manual.	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	Refer to course manuals A, B, C: pp. 22,23,23 respectively	
	μμ. 22,23,23 τεδμειτίνεις	μρ. 22,23,23 τε ερειτίνεις	
	3. Ask a Critical Friend to share their observation of Lesson 3 with the group and indicate what they learnt from the observation.	3. Share your observation of Lesson 3 with the group and indicate what you learnt from the observation.	

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

	learning of these	these areas in basic	
	areas in basic schools	schools through STS	
	through STS activities.	activities.	
	_		
	3. Lead tutors in groups	3. In your groups,	
	to identify and discuss	identify and discuss	
	the appropriate	the appropriate	
		· · · · ·	
	resources needed for	teaching and learning	
	teaching and learning	resources needed for	
	the concept.	teaching the	
		concept.	
	Def to serve memorals A	Def to source manuals	
	Ref. to course manuals A, B, C:	Ref. to course manuals A, B, C:	
	pp. 23,24,24 respectively	pp. 23,24,24 respectively	
	pp. 20,2 .,24 respectively		
	4. Let the individual	4. In your individual	
	groups share the	group, share the	
	• •		
	appropriate resources	appropriate	
	needed for teaching	resources needed for	
	and learning the	teaching and learning	
	concept with larger	the concept with	
	group.	larger group.	
Activity 3: Teaching and	Teaching and learning	Teaching and learning	60 mins
_			00 1111113
learning activities for the	activities for the lesson.	activities for the lesson.	00 111113
_			00 1111113
learning activities for the			00 1111113
learning activities for the	activities for the lesson.	activities for the lesson.	00 111113
learning activities for the	activities for the lesson.1. Ask tutors in groups to	 activities for the lesson. In your groups read 	
learning activities for the	activities for the lesson.1. Ask tutors in groups to read the teaching and	activities for the lesson.1. In your groups read the teaching/	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that 	activities for the lesson.1. In your groups read the teaching/ learning activities and identify areas	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require 	 In your groups read the teaching/ learning activities and identify areas that require 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that 	activities for the lesson.1. In your groups read the teaching/ learning activities and identify areas	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require 	 In your groups read the teaching/ learning activities and identify areas that require 	
learning activities for the	activities for the lesson. 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24	activities for the lesson. 1. In your groups read the teaching/ learning activities and identify areas that require clarification. p.24	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the 	 In your groups read the teaching/ learning activities and identify areas that require clarification. p.24 tutor in the group 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the 	 In your groups read the teaching/ learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning 	 In your groups read the teaching/ learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning 	 In your groups read the teaching/ learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Ask tutors in groups to discuss and share with 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. In groups discuss and share with the whole 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Ask tutors in groups to discuss and share with the whole group how 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. In groups discuss and share with the whole group how to 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Ask tutors in groups to discuss and share with the whole group how to integrate the core 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. In groups discuss and share with the whole group how to integrate the core 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Ask tutors in groups to discuss and share with the whole group how to integrate the core transferable skills into 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. In groups discuss and share with the whole group how to integrate the core transferable skills 	
learning activities for the	 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.pg.24 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Ask tutors in groups to discuss and share with the whole group how to integrate the core 	 In your groups read the teaching/learning activities and identify areas that require clarification. p.24 tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion. In groups discuss and share with the whole group how to integrate the core 	

- 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."
- 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.
- 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 judge the lesson delivery and share observation with the whole class.
- Review Assessment Component

Reflection

8. Let tutors in their groups identify the core and transferable

- 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, 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. Two tutors from each group come forward and peer teach the lesson prepared.
- 7. Two-member panel to observe lesson using Lesson Observation Guide delivery and share their observation with the whole class.

Reflection

8. In your groups identify the core and transferable skills

skills used during 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.
- 10. Let tutors identify other resources that 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.
- 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

- used in the lesson delivery and explain how it is executed.
- Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.
- 10. Discuss what other resources could be used in the delivery of the lesson note?
- 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. Tutors discuss how they can support student teachers to build their portfolios before/during/ after the lesson.

Activity 4: Evaluation and	and inclusivity in group works. Talk for learning, role-play, find someone who. Evaluation and	Evaluation and	15 mins
review of session:	review of session	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.	Share the issues you have observed about the lesson delivered for clarification.	
	Ask individual tutors to point out unresolved issues that need attention.	2. Point out unresolved issues to be attended to.	
	(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	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

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

Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Introduction/lesson overview Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Introduction/lesson overview	Time in session
Reflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). Reflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).	
 Ask tutors to reflect individually on the previous week's session and record their experiences. 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. 3. Share your 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 share ideas on their experiences. 5. Read the Lesson 5's 	
	What the SL/HoDs will have to say during each stage of the sessionSession. What PD Session participants (Tutors) will do during each state of the session)Introduction/lesson overviewIntroduction/lesson overviewReflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).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.2. 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.3. Share your 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.4. Pair up and share ideas on their experiences.

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
- Ask tutors to identify key concept(s) from the descriptions of the three manuals to be discussed in the lessons.
- 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.
- Ask tutors to read silently on barriers that may affect the learning of the Lesson
 in the Manuals.
- 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	Concept Development	Concept Development	30 mins
Development (New learning likely to arise in this lesson)	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. <i>Ref. to the three Course Manuals A, B, C, pp. 25-26, 27 and 27 respectively.</i>	
	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/	

	to a shall a substantial	sansarta Dafita	1
	teach the subtopics/	concepts. Ref. to	
	concepts. Ref. to	Course Manuals pp.	
	Course Manuals pp.	26(A), 28(B) and 28 (C)	
	26(A), 28(B) and 28	5. respectively.	
	(C) respectively.		
Activity 3: Teaching and	Teaching and learning	Teaching and learning	60 mins
learning activities for the	activities for the lesson.	activities for the lesson.	00 111113
lesson.	detivities for the lesson.		
16330111	1. Ask tutors in groups	1. In groups, read the	
	= :		
	to read the teaching	teaching and learning	
	and learning activities	activities on pp. 25, 27	
	on pp. 25, 27 and 27	and 27 of the manuals	
	of the manuals A, B,	A, B, and C	
	and C respectively	respectively and	
	and identify areas	identify areas that	
	that require	require clarification.	
	clarification.	·	
	2. Ask a tutor in the	2. Present the areas	
	group to present the	identified in the	
	areas identified in the	manuals on the	
	manuals on the		
		teaching and learning	
	teaching and learning	activities for whole	
	activities for whole	group discussion.	
	group discussion.		
	3. Ask tutors to discuss	3. Discuss in groups and	
		<u> </u>	
	in groups and share	share with the whole	
	with the whole group	group how to	
	how to integrate the	integrate the core	
	core transferable	transferable skills and	
	skills and GESI in the	GESI in the lesson into	
	lesson into the	the teaching and	
	teaching and learning	learning activities for	
	activities for both the	both the B.Ed. and the	
	B.Ed. and the Basic	Basic School curricula.	
	School curricula. NTS	NTS 1a, 1b, 2c, 3f, 3g.	
		INI 3 10, 20, 31, 3g.	
	1a, 1b, 2c, 3f, 3g.		
	4. Lead tutors in groups	4. In groups, discuss and	
	to discuss and	prepare teaching and	
	prepare teaching and	learning activities	
	learning activities	integrating the use of	
	integrating the use of	Youtube videos/	
	Youtube videos/	recommended texts/	
	recommended texts/	charts to teach the	

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.
- 6. Let a tutor from each group carry out peer teaching of the lessons 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.

various topics.

- 5. In groups, write teaching and learning activities on a flip chart for teaching using the activities in the Course Manuals.
- Carry out peer teaching of the lesson prepared.
- 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.
- 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

Reflection

- 8. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.
- 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

	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:	Evaluation and review of session:	15 mins
	1. Ask tutors to individually write down issues observed about the sessions and lessons delivered and share them with the whole group for clarification.	1. Write down issues observed about the lesson delivered and share it 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	2. Point out key outstanding and critical issues that may need holistic attention.	

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	

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

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

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. 7. Let tutors, 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. Activity 2: Concept Development Development (New learning likely to arise in this lesson) 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. 7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge. 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 Concept Development 1. Read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course		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	and Culture, p.27 B. Methods of Teaching and Evaluating French p.29 C. Phonetics and Phonology of French p.29 5. Discuss how to	
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. Ask tutors to share their findings. 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) 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. Share your findings with colleagues. Refer to the three Course Manuals A, B, C on pp 27, 29 and 29 respectively. 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		how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the activities of	integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the activities of the	
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. Activity 2: Concept Development (New learning likely to arise in this lesson) Concept Developics under them. Ref. to the three Course Manuals A, B, C on the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course Manuals A, both the Manuals, indicate how they are related to student teachers' relevant previous knowledge. Share your findings with colleagues. Refer to the three Course Manuals A, B, C on pp 27, 29 and 29 respectively Concept Development 1. Read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course		key concept(s) from the descriptions of the three manuals to be discussed in the	from the descriptions of the three manuals to be discussed in the	
findings. 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) 1. In groups, let tutors read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the colleagues. Refer to the three Course Manuals A, B, C on pp 27, 29 and 29 respectively 30 min 1. Read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course		discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous	LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous	
pp 27, 29 and 29 respectively. Activity 2: Concept Development (New learning likely to arise in this lesson) 1. In groups, let tutors read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the B, C on pp 27, 29 and 29 respectively Concept Development 1. Read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the			,	
Activity 2: Concept Development (New learning likely to arise in this lesson) 1. In groups, let tutors read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the trespectively. 2. Concept Development Concept Development 2. Read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course		Course Manuals A, B, C on	three Course Manuals A,	
Development (New learning likely to arise in this lesson) 1. In groups, let tutors read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course		••		
learning likely to arise in this lesson) 1. In groups, let tutors read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the three Course	· ·	Concept Development	Concept Development	30 mins
in this lesson) read the topics of the Lessons 6 and discuss possible subtopics under them. Ref. to the read the topics of the Lessons 6 and discuss possible subtopics the three Course	•	1 In groups let tutors	1 Read the tonics of the	
Lessons 6 and discuss possible subtopics under them. Ref. to the three Course		• •	1	
under them. <i>Ref. to the</i> the three Course		Lessons 6 and discuss	· ·	
		•	1	
three Course Manuals Manuals A. R. C. on		under them. <i>Ref. to the</i> three Course Manuals	Manuals A, B, C, on	
A, B, C, on pp. 28, 30 pp. 28, 30 and 30				
and 30 respectively. 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 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,		aching and learning	Te	aching and learning	60 mins
learning and	act	tivities for the lesson.	act	civities for the lesson.	
assessment activities	1	Ack tutors in are	1	In groups, road the	
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	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		respectively and identify areas that	
		require clarification.		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.
- 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.
- 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.
- 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.
- 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.
- 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	before/during/ after	
	lesson.	the lesson	
Activity 4: Evaluation	Evaluation and review of	Evaluation and review of	15 mins
and review of session	session	session	
	Ask tutors to individually write down issues observed about the sessions and lessons delivered and share them with the whole group for clarification.	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.	2. Share the advanced preparation you did towards preparation and delivery of the lessons.	
	3. Ask tutors to point out key outstanding and critical issues that may need holistic attention.	3. 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	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	

GESI: Gender Equality and Social Inclusion **PDS**: Professional Development Session

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	Introduction/lesson overview	15 mins
	Reflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).	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.	2. Share their observation of Lesson 6 with the group and indicate what you 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)	3. In pairs, share your ideas on the previous week's session and how you applied new concepts.	

	Let tutors, in groups, identify possible challenging areas in	In groups, identify the possible challenging areas in teaching the	
Activity 2: Concept Development (New learning likely to arise in this lesson)	1. Ask tutors to read Lesson 7'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 7's description, identify the key concepts from the Lesson descriptions and discuss them.	30 mins
	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.	
	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.	
	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.	
	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	
	indicate how they are related to student teachers' relevant previous knowledge.5. Ask tutors to share their findings.	related to student teachers' relevant previous knowledge. 5. Share your findings with colleagues.	
	4. Let tutors in pairs discuss the LOs and LIs of Lesson 7 in the Course Manuals,	4. In pairs, discuss the LOs and the LIs of Lesson 7 in the Course Manuals, indicate how they are	

		,	
	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.	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:	Ref. to course manuals:	
	A, B, C, pp. 29, 32 and 32 respectively.	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.	3. Share possible challenges and solutions with the larger group.	
	4. Task tutors in pairs to put down appropriate resource materials needed for the delivery of the Lesson 7. NTS:3j, 3m	4. In pairs, think about the appropriate resource materials needed for the delivery of the Lesson 7 and write them down. NTS:3j, 3m	
	Dof to source managements	Def to severe memorals	
	Ref. to course manuals:	Ref. to course manuals:	
	A, B, C, pp. 30, 34 and 34 respectively.	A, B, C, pp. 30, 34 and 34 respectively.	
	5. Let tutors pair and	5. In pairs, share your	
	share their findings to	findings to the larger	
	the larger group.	group for discussion.	
Activity 3: Teaching	Teaching, learning and	Teaching, learning and	60 mins
and learning activities	assessment activities for	assessment activities for	
for the lesson.	the lesson	the lesson	
	1. Ask tutors in groups to	1. In groups, read the	
	read the teaching and	teaching and learning	
	learning activities for	activities for Lesson 7	
	Lesson 7 and identify	and identify areas that	
	areas that require clarification.	require clarification.	
	Ref. to course manuals:	Ref. to course manuals:	
	A, B, C, pp. 29 - 30, 33 and	A, B, C, pp. 29 - 30, 33 and	
	33 respectively.	33 respectively.	

- 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
- Lead Tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/short text/ jigsaw to teach Lesson 7.
- 5. Ask tutors to read the areas for assessments for Lesson 7 in the manual silently and share ideas for evaluation of the lesson.

Ref. to course manuals: A, B, C, pp. 30, 33 and 34 respectively.

- Let two tutors from each group carry out peer teaching of the lesson prepared.
- 7. Let a two-member panel use Lesson

- 2. 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
- In groups, write on a flip chart teaching and learning activities for teaching Lesson 7 using YouTube videos short text/ jigsaw.
- 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.

- 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 observation with the whole group.

Observation Guide to critique /assess the lesson delivery and share their observations with the whole group.

Reflection

- 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 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.
- 12. Ask tutors to read the assessment component of Lessons 6 of the Course Manuals and compare with the components prescribed

Reflection

- 8. In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed.
- Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.
- 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. Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.
- 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,	
	appropriate. NTS 3k, m,	n, o.	
	n, o.		
	13. Let tutors discuss how	13. Discuss how they can	
	they can support	support student	
	student teachers to	teachers to build their	
	build their portfolios	portfolios	
	before/during/ after the	before/during/ after the	
	lesson.	lesson.	
	1033011.	10330111	
	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	Evaluation and review of	Evaluation and review of	15 mins
and review of session	session	session	
	1. Task tutors to	1. Put down issues or	
	individually put down	remarks on the session	
	concerns/remarks	which need to be	
	about the session.	addressed.	
	2. Invite each tutor to	2. Share your concerns/	
	share their remarks	remarks with the larger	
	with the whole group	group for discussion.	
	for discussion.	group for discussion.	
	Tor discussion.		
	3. Ask tutors to point out	3. Point out key and	
	key outstanding and	outstanding issues that	
	critical issues that may	may need holistic	
İ		may need nonstic	
	-	attention	
	need holistic attention.	attention.	
	need holistic attention. Note: Nominate a secretary	attention.	
	need holistic attention. Note: Nominate a secretary to write down the concerns	attention.	
	need holistic attention. Note: Nominate a secretary	attention.	

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

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

Name of Subject : FRENCH

Year 2 Semester 2

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL

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 /	Introduction/lesson	Introduction/lesson	15 mins
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	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	
	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.	group and indicate what you learnt from the observation. 4. Pair up and share ideas on their experiences.	

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

- 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.

- Ask tutors to read silently on barriers that may affect the learning of the Lesson 8 in the Manuals.
- Lead whole group discussion on how to address them during the teaching and learning process.

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

- 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.

- 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 subtopics of Lesson 8 and discuss them.

30 mins

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/subtopics?

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/subtopics 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.	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	Teaching and learning activities for the lesson.	Teaching and learning activities for the lesson.	60 mins
lesson.	Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.	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
- 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.
- 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

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.
- Let tutors explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.
- Let tutors identify other resources that could be used in the delivery of the lessons.

- Carry out peer teaching of the lesson prepared. NTS 3h
- 6. Use the Lesson
 Observation Guide to
 assess the lesson
 delivery and share
 observations with the
 whole group after the
 lesson.
- 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j

Reflection

- 8. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.
- Explain how they can support student teachers to support basic school learners to develop the core and transferable skills through STS activities.
- 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 	 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. 	
	works Talk for learning, role play, find someone who		
4. Evaluation and review of session:	Evaluation and review of session	Evaluation and review of session	15 mins
	Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.	Share the issues you have about the lesson delivered for clarification?	
	2. Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.	2. Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?	
	Ask individual tutors to point out unresolved	Point out unresolved issues that need to be	

issues that needs attention.	attended to.	
(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	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	

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

Name of Subject: FRENCH

Year 2 Semester 2

TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL

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	Introduction/lesson overview	15 mins
	Reflection 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).	Reflection 1. Start the PD Session with an icebreaker 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.	2. The Critical Friend and tutors 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.	3. Critical friend shares observation of lesson 8 with the group and indicate what was learnt from the observation.	
	4. Ask tutors to read the Lesson 9's description in the Course manuals.	4. Read the Lesson 9's description in the Course manuals.	

	_	T	1
	Francophone African Literature and Culture p.33 Methods of Teaching and Evaluating French p.37 Phonetics and Phonology of French p.37	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.	5. 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.	6. 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.	7. Share your findings with colleagues.	
	Ref. to course manuals: A, B, C, pp. 33, 37 and 37 respectively.	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.	8. 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.	9. Whole group discussion on how to address them during the teaching and learning process.	
2. Concept	Concept Development	Concept Development	30 mins
Development (New learning likely to arise in this lesson):	Ask tutors, in groups, to read the sub-topics of Lesson 9 and discuss them.	In groups, read the subtopics of Lesson 9 and discuss them.	

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.
- 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

- Ask tutors, in their individual groups, to share their findings on the appropriate resources needed to teach and learn the concept/subtopics 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.
- 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.

- Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.
- 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
- 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.
- 5. Ask two tutors from each group to 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

Teaching and learning activities for the lesson.

- In your groups, read the teaching and learning activities and identify areas that require clarification.
- 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.
- Carry out peer teaching of the lesson prepared. NTS 3h
- 6. Use the Lesson
 Observation Guide to
 assess the lesson
 delivery and share
 observations with the
 whole group after the

60 mins

- 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
- 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.
- Let tutors 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.
- 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.

lesson.

- 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j
- 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.
- Discuss how they can support student teachers to build their portfolios before/during/ after the lesson.

Reflection

- In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.
- 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	12. Identify other resources	
	resources that could be	that could be used in	
	used in the delivery of	the delivery of the	
	the lessons.	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		
4. Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
review of session:	session	session	13 1111113
Teview of Session.	36331011	36331011	
	1. Ask tutors to individually	Share the issues you	
	write down issues	have about the lesson	
	observed about the	delivered for	
	lesson delivered and	clarification.	
	share it with the whole		
	group for clarification.		
	0 11 1 1 1 1 1 1 1		
	2. Invite individual tutors	2. Share the advance	
	who taught to share the	preparation you did	
	advance preparation they	that facilitated the	
	did towards preparation	preparation and	
	and delivery of the	delivery of the lesson?	
	lesson.		
	2 Agli in alii ii alii al Aireana Ag	2 Daint aut un na alund	
	3. Ask individual tutors to	3. Point out unresolved	
	point out unresolved	issues that need to be	
	issues that needs	attended to.	
	attention.		
	(Nominate a secretary to		
	write down the concerns to		
	be addressed in the		
	subsequent session)		
	,		
	4. Remind tutors to identify	4. Identify a Critical Friend	
	a Critical Friend from the	who participated in the	
	same or related area, to	PD session, to sit and to	
	observe their lesson	observe your lesson.	
	during the enactment. Let	He/he would share	

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

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

Name of Subject: French

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUALS

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
Introduction / lesson overview	Introduction/lesson overview Reflection	Introduction/lesson overview Reflection	15 mins
	 Start the PD Session with an Ice Breaker in French (a song/poem/short game). 	 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.	2. 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)	3. In pairs, share your ideas on previous week's session and how you applied new concepts.	
	4. Let tutors in pairs discuss the LOs and LIs of Lesson 10 in the Course Manuals,	4. In pairs, discuss the LOs and the LIs of Lesson 10 in the Course Manuals,	

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

		T	,
	show how they can help student teachers to use different activities and strategies to support	can help student teachers to use different activities and strategies to support	
	learning of these areas in basic schools through STS activities.	learning of these areas in basic schools through STS activities.	
	Ref. to course manuals: A, B, C, pp. 35, 39 and 39 respectively.	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.	3. In a whole group discussion, share possible challenges and solutions with the larger group.	
	4. Task tutors in pairs to put down appropriate resource materials needed for the delivery of the Lesson 10. NTS:3j, 3m	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.	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.	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	Teaching, learning and assessment activities for the lesson	60 mins
	Ask tutors in groups to read the teaching and learning activities for Lesson 10 and identify areas that require clarification.	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	Ref. to course manuals: A, B, C, pp. 35 - 36, 40 and	

33 - 40 I ESDECLIVEIV	39 -	40	respecti	velv.
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- 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
- Lead Tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/short text/ jigsaw to teach Lesson 10.
- 5. Ask tutors to read the areas for assessments for Lesson 10 in the manual silently and share ideas for evaluation of the lesson.

Review Assessment Component

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

Let two tutors from each group carry out peer teaching of the lesson prepared.

39 - 40 respectively.

- 2. Present 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
- In groups, write on a flip chart teaching and learning activities for teaching Lesson 10 using YouTube videos short text/ jigsaw.
- 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.

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

6. Two tutors from each

group come forward and peer teach the lesson prepared.

- 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

- 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. 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...

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. 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. 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	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 they can support student	
	student teachers to build their portfolios before/during/ after the lesson.	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
	Task tutors to individually put down concerns/remarks about the session.	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.	

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

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	Guidance notes on Leading the session. What the	Guidance Notes on Tutor Activity during the PD	Time in session
what is to be done.	SL/HoDs will have to say	Session. What PD Session	36331011
The guidance notes in	during each stage of the	participants (Tutors) will	
italics identify the	session	do during each state of	
prompt the SL/HoD	36331011	the session)	
needs and each one		the session,	
must be addressed			
1. Introduction /	Introduction/lesson	Introduction/lesson	15 mins
lesson overview	overview	overview	
	Reflection	Reflection	
	 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 	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.	2. 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	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	

	4. Lead them to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), 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. <i>Refer to the three Course Manuals A, B, C on pp 37, 41 and 17 respectively.</i>	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.	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.	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	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	

		these areas in basic schools through STS activities.		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. 38,42 in each case. NTS:3j, 3m	3. N	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. TS: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	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.		aching and learning tivities for the lesson.		aching and learning tivities for the lesson.	60 mins
	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.	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.	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 teaching and learning activities for whole group discussion.	
	3.	Ask tutors to discuss in groups and share with	3.	Tutors discuss in smaller groups and	

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.

- 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.
- Let two tutors from each group carry out peer teaching of the lesson prepared.
- Let 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

- 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.
- 8. Let tutors explain how they can support student teachers to support basic school learners to develop the core and

- 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. Discuss in groups and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.
- Two tutors from each group carry out peer teaching of the lesson prepared.
- A two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class.

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. Explain how they can support student teachers to support basic school learners to develop the core

		T	1
	transferable skills	and transferable skills	
	through STS activities.	through STS activities.	
	NOTE.		
	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.		
	pidy, jiild someone who.		
	9. Ask tutors to read the assessment component of Lessons 6 of the	9. Tutors read the assessment component of	
	Course Manuals and	Lessons 6 of the	
	compare with the	Course Manuals and	
	components prescribed	compare with the	
	by NTEAP and review as	components prescribed by NTEAP	
	appropriate. NTS 3k, m,	and review as	
	n, o.	appropriate. NTS 3k ,	
		<i>m, n, o</i> .	
		111, 11, 0.	
	10. Let tutors discuss how	10. Let tutors discuss how	
	they can support student	they can support	
	teachers to build their	student teachers to	
	portfolios before/during/	build their portfolios	
	after the lesson.	before/during/ after	
	3.13. 3.15 15555111	the lesson.	
Activity 4: Evaluation	Evaluation and review of	Evaluation and review of	15 mins
and review of session:	session	session	
	1. Ask tutors to individually	1. Share the issues you	
	write down issues	have learnt about the	
	observed about the	lesson delivered for	
	lesson delivered and	clarification.	
	share it with the whole		
	group for clarification.		
		2. Share the advance	
	2. Invite individual tutors	preparation you did	
	who taught to share the	that facilitated the	
	advance preparation they	preparation and	
	did towards preparation	delivery of the lesson.	

and delivery of the lesson.	
3. Ask individual tutors to point out unresolved issues that need attention.	3. Point out unresolved issues that need to be attended to.
(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	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	Introduction/lesson overview	15 mins
	 Reflection Start the PD Session with an Ice Breaker in French (a song/poem/ short game). Ask a Critical Friend to share their observation of Lesson 10 with the group and indicate what they learnt from the observation. 	 Reflection Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). 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 	3. Read Lessons 2's descriptions in the manuals: G. Francophone African Literature and Culture p.39 H. Methods of	

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

	activities and strategies to	strategies to support	
	support learning of these	learning of these areas	
	areas in basic schools	in basic schools	
	through STS activities.	through STS activities.	
	3. Lead tutors in groups to	3 In groups, identify and	
	identify and discuss	discuss appropriate,	
	appropriate, GESI and ICT	GESI and ICT responsive	
	responsive resources	resources needed to	
	needed to teach and learn	teach and learn the	
	the subtopics/concepts.	subtopics/concepts.	
	Ref. Course Manuals pp.	Ref. to Course Manuals	
	43,47 and 47 in each case.	pp.43, 47 and 47 in	
	NTS:3j, 3m	each case. NTS:3j, 3m.	
	4. Let individual groups share	4 Share with the larger	
	with the larger group, the	group, the	
	appropriate, GESI and ICT	appropriate, GESI and	
	responsive teaching and	ICT responsive	
	learning resources needed	teaching and learning	
	to teach the subtopics/	resources needed to	
	concepts. Ref. to Course	teach the subtopics/	
	Manuals A, B, C on pp. 19	concepts. Ref. to	
	in each case	Course Manuals A, B, C	
	I III EULII LUSE		
Activity 2:		on pp. 19 in each case.	60 mins
Activity 2:	Teaching and learning	on pp. 19 in each case. Teaching and learning	60 mins
Activity 2: Teaching and learning activities		on pp. 19 in each case.	60 mins
Teaching and	Teaching and learning activities for the lesson.	on pp. 19 in each case. Teaching and learning activities for the lesson.	60 mins
Teaching and learning activities	Teaching and learning activities for the lesson. 1. Ask tutors in groups to	on pp. 19 in each case. Teaching and learning activities for the lesson. 1. Read the teaching and	60 mins
Teaching and learning activities	Teaching and learning activities for the lesson. 1. Ask tutors in groups to read the teaching and	on pp. 19 in each case. Teaching and learning activities for the lesson. 1. Read the teaching and learning activities on	60 mins
Teaching and learning activities	Teaching and learning activities for the lesson. 1. Ask tutors in groups to read the teaching and learning activities on pp.	on pp. 19 in each case. Teaching and learning activities for the lesson. 1. Read the teaching and learning activities on pp. 39-40, 44-45 and	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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,	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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.	on pp. 19 in each case. 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.	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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 pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	60 mins
Teaching and learning activities	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.	on pp. 19 in each case. 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.	60 mins
Teaching and learning activities	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	on pp. 19 in each case. 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	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.

- 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.
- Let two tutors from each group carry out peer teaching of the lesson prepared.
- Let 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

- 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.
- 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.

- 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.
- Discuss in groups and prepare teaching and learning activities integrating the use of Youtube videos/ short texts/ charts to teach the various topics.
- 5. Carry out peer teaching of the lesson prepared.
- Use the Lesson
 Observation Guide to
 critique /assess the
 lesson delivery and
 share observations
 with the whole class.

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.
- 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.	11. 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	Evaluation and review of session	15 mins
	Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.	Share the issues you have observed about the lesson delivered for clarification.	
	2. Invite individual tutors who taught to share the advance preparation they did towards preparation and delivery of the lesson.	2. Share the advance preparation you did that facilitated the preparation and delivery of the lesson.	

3. Ask individual tutors to point out unresolved issues that need attention.	3. Point out unresolve issues that need to attended to.	
(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.	4. Review the PD sess indicating the less learned and the im the sessions have hon your teaching o course.	pact pad

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 pla	ace?	
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, p	lease 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	4
well	

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	1
teaching strategies in their classes	
50-75% of tutors are applying interactive	2
teaching strategies in their classes	
25-50% of tutors are applying interactive	3
teaching strategies in their classes	
0-25% of tutors are applying interactive	4
teaching strategies in their classes	

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	1
aids in their classes	
50-75% of tutors are using ICT as teaching	2
aids in their classes	
25-50% of tutors are using ICT as teaching	3
aids in their classes	
0-25% of tutors are using ICT as teaching	4
aids in their classes	

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	3
attended	