Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - French
Year 2 Semester 1

HANDBOOK FOR **COORDINATORS**

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Transforming Teaching, Education & Learning

Foreword

I am grateful that you are reading and using this Professional Development Handbook for the Bachelor of Education (B.Ed.) in Initial Teacher Education Year 2 Semester 1 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.

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, are the first set of Handbooks which include specific cross cutting sessions in Gender, Equality and Social Inclusion (GESI) and Information and Communications Technology (ICT).

The introduction of GESI in these Handbooks is an important step forward in ensuring that our teacher education system is responsive and genuinely promotes equality and inclusion whilst the inclusion of ICT represents Ghana's aim of ensuring that all teachers and learners are digitally literate.

As with previous Handbooks I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for their assistance and support in making this work possible.

Robin Todd
Executive Director, T-TEL

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Year Two Semester One
Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. *It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development.*
- The sessions need to provide *the PD* opportunity for tutors fully understand what they need to teach and to planning together to make sure the new B.Ed. courses are taught well
- Developments since the manuals were written require SWL to add additional detail to sessions. Specifically, this means a focus on:
  - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
  - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
  - National Teacher Education Assessment Policy (NTEAP)
    - the three assessment components *for the semester* for **EACH** course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example portfolio and project assessment components if these are not written into the course manuals (See Appendix 2: Course Assessment Components at a Glance).
    - integrating the use of continuous assessment designed to support student teacher learning in each session
- The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
  - there will be subject specialists writing for each subject
  - where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject
  - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- STS is six days in year 2 Semester 1 and involves observation and working with small groups subjects should include STS activities
- SL/HoD need to have details of the resources needed for the activities

GENDER, EQUALITY AND SOCIAL INCLUSION (GESI)

Tutor PD Session for Lesson 001 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1.0 Introduction to GESI	1.1 Task tutors to individually read the introduction (to GESI) and learning outcomes below and invite opinions from both male and female tutors and those with special needs where applicable. **Introduction to GESI:** a. **Purpose of GESI in the specialisms** Communities all over the world consist of diverse individuals and social groupings that have different needs, strengths, opportunities, and concerns as a result of differences in culture, gender, abilities, economic and social status. As teacher educators, it is important to understand	1.1 Read and discuss the introduction to (to GESI) and the learning outcomes below and provide your opinion on same. **Introduction to GESI:** a. **Purpose of GESI in the specialisms** Communities all over the world consist of diverse individuals and social groupings that have different needs, strengths, opportunities, and concerns as a result of differences in culture, gender, abilities, economic and social status. As teacher	**20 mins**

	the uniqueness of the diverse groups in the classroom and ensure that every individual is supported to attain quality education. Towards promoting equal opportunity for females and males as well as all other disadvantaged groups in the classroom, GESI in schools is being championed. Tutors need to have a clear understanding of GESI issues to be able to integrate these in the teaching and learning process and other aspects of college life and to encourage student teacher to do same during STS. **b. Overview of GESI and related concepts** This session seeks to expose tutors in all the specialisms (EG, UP and JHS) to the concept GESI and related issues such as Gender, Equality, Equity etc to enable them appreciate issues of stereotypes and work towards challenging traditional gender roles as well as dealing with their own unconscious biases so they can attend to the diverse needs of all learners in the classroom and in the College.	educator, it is important that you understand the uniqueness of the diverse groups in the classroom and ensure that every individual is supported to attain quality education. Towards promoting equal opportunity for females and males as well as all other disadvantaged groups in the classroom, GESI in schools is being championed. You need to have a clear understanding of GESI issues to be able to integrate these in the teaching and learning process and other aspects of college life and to encourage student teacher to do same during STS. **b. Overview of GESI and related concepts** This session seeks to expose you to the concept GESI and related issues such as Gender, Equality, Equity etc to enable you appreciate issues of stereotypes and work towards challenging traditional gender roles as well as dealing with your own unconscious biases so you can attend to the diverse needs of all learners in the classroom and in the College.	

		c. Session learning outcomes	c. Session learning outcomes	
		By the end of this session, tutors will be able to	By the end of this session, you will be able to	
		i. demonstrate understanding of the concept GESI and related issues.	i. demonstrate understanding of the concept GESI and related issues.	
		ii. apply these concepts in their teaching and general practices.	ii. apply these concepts in your teaching and general practices.	
		iii. support student teachers to understand GESI issues and how to apply them during STS.	iii. support student teachers to understand GESI issues and how to apply them during STS.	
		1.2 Task tutors to identify what the acronym GESI stands for and explain what it means.	1.2 Identify what the acronym GESI stands for and explain what it means.	
		Gender, **E**quality and **S**ocial **I**nclusion is a concept that addresses unequal power relations experienced by people on the grounds of gender, wealth, ability, location, ethnicity, language and agency or a combination of these dimensions.		
		1.3 Using talk for learning strategies (concept cartoons, storytelling, role play discussion etc), ask tutors in their subject groups to explain any two concepts related to GESI. Allow tutors to use their phones/laptops to search for how each concept is related to education. www.google.com	1.3 In your subject groups, explain any two concepts related to GESI. (you may use your phones/laptops to search for how each concept is related to education from www.google.com Adapt differentiated approaches to explain concepts (sketches, role play, story etc).	

	Allow tutors to explain concepts using differentiated approaches (sketches, role play, story etc). Employ a creative approach, such as quizzes to capture attention. **Gender** is the relationship between men and women and the roles and responsibilities they have in the society. Example in Ghana it is socially accepted that cooking is the role of women and providing upkeeping money for the family is the role of men. **Equality** is the similarity of treatment as it is legally and constitutionally given. Example is providing **all** children (irrespective of ability, gender, socio-economic background etc.) with opportunities to achieve quality learning outcomes. **Equity** is the state of being fair or just in terms of provision of resources, support or opportunities base on individual learners need; the result is equality in achievement. **Inclusion** is the process of valuing all individuals and leveraging their diverse talent, not in spite of their differences, but because of their differences. Example Ensuring that **all** students (boys, girls and SEN) are given equal opportunities		

	to participate in the classroom.) **Gender Equality** is a state where males and females have equal rights, life prospects and opportunities to shape their own lives and contribute to society. **Social Inclusion** is the process of improving the terms of participation for people who are disadvantaged, through enhancing opportunities and access to resources. 1.2 Ask tutors to reflect on their understanding of GESI and justify the need for GESI in education. For instance, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion. **Example 1:** Male characters are often represented than females in TLMs and textbooks. **Eg. 2** Persons with SEN are often disadvantaged during some classroom activities: the blind learner loses out when pictures are used. The Deaf lose out when only verbal language is used. **Refer to Appendix 1.**	1.2 Reflect on your understanding of GESI and justify its importance in education.	
2. Identification and discussion of new learning	2.1 Through questioning, ask tutors to identify and discuss how each new GESI concept they have acquired could be	2.1 identify and discuss how the new GESI concepts you have acquired could be useful in your teaching and general school life.	**15 mins**

	useful in their teaching and general school life. *Eg. a) Inclusion: mix ability/gender grouping; involving all categories of learners in every activity.* *Eg. b) Equity: provide support and resources in line with the needs of each learner.* **N/B:** Encourage tutors to support student teachers identify how each concept could be used during STS. 2.2 Using think-pair-share ask tutors to identify possible barriers to learning GESI for student teachers and how to address them.		
Potential barriers to learning for student teachers		2.2 Reflect individually, share with a colleague and then the entire group possible barriers to learning GESI for student teachers and how to address them.	
	Examples may include: ***Misconceptions:*** *those certain roles are for specific gender; boys are brave and can dissect a rabbit and girls are good cooks than boys. This can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks.* ***Negative attitudes****: the perception that persons with SEN are low achievers. Address this by giving examples of persons with SEN who have excelled in various aspects of life (Hellen Keller, Professor Danaah)*	Examples may include: ***Misconceptions:*** *those certain roles are for specific gender; boys are brave and can dissect a rabbit and girls are good cooks than boys. This can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks.* ***Negative attitudes****: the perception that persons with SEN are low achievers. Address this by giving examples of persons with SEN who have excelled in various aspects of life (Hellen Keller, Professor Danaah)*	

	(Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	(Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	
3.0 Planning for teaching, learning and assessment activities for the lesson/s	3.1 Using talk for learning (small group discussion, plenary discussion) guide tutors to identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (reference to college context) *Eg. a) Involving men and women equally in decision making* *b) ensuring that all college facilities are accessible by everyone (abled bodied and persons with disability),* *c) Equitable allocation of resources among all college actors (males, females, minority groups) etc* 3.2 Ask tutors to brainstorm aspects of the basic school curriculum that need improvement in the area of GESI. *E.g. a) Play activities: girls and boys could play soccer and ampe.* *Eg. b) decision making school prefects are mostly boys: girls and students with special education needs could equally be appointed school prefects.*	3.1 Identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (Reference to college context). *Eg. a) Involving men and women equally in decision making* 3.2 Brainstorm aspects of the basic school curriculum that need improvement in the area of GESI. *E.g. a) Play activities: girls and boys could play soccer and ampe.*	**30 mins**

Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills	3.3 Task tutors to discuss in their subject groups and come out with strategies on how GESI, ICT, and 21st Century skills can be integrated in their specific subject areas.	3.3 Identify strategies on how GESI, ICT, and 21st Century skills can be integrated in their specific subject areas.	
GESI responsive assessment	3.4 Lead tutors to identify and possible strategies to make subjects projects and subject portfolios GESI responsive. *Eg. a) Equitable distribution of relevant resources for the subject projects* *Eg. b) Ensure projects content do not portray GESI biases and stereotypes. In grouping students for subject projects ensure mix ability/gender groupings*	3.4 identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive. *Eg. a) Equitable distribution of relevant resources for the subject projects*	
Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	**Note** Remind tutors to consciously ensure GESI responsiveness in conducting continuous assessment in their various disciplines. Eg a) ensure that leadership roles are assigned equally among females, males and students with special education needs (SEN) when assessments (subject projects) are done in groups. Eg. b) Ensure equitable distribution of resources among males, female and (SEN).	**Note:** Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project)	

	3.5 Task tutors in their subject groups, to identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs	3.5 identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs Read GESI resources for new ideas to improve your lesson preparation and classroom practice.	
4. **Evaluation and review of session:** • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. *Example: equal involvement of both males, females and SEN learners.* 4.2 Write the concepts learned on pieces of paper and call tutors at random to pick one and explain to the whole group. Give further clarification where applicable. **Advance Preparation for lessons** 4.3 Encourage tutors to read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	4.2 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. *Example: equal involvement of both males, females and SEN learners* 4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations. **Advance Preparation for lessons** 4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	**15 mins**

Tutor PD Session for Lesson 2 Onwards in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require	**Introduction to the session** 1.0 Starter: Silent tears in the classroom. Ask a volunteer to read the silent tears aloud and slowly for individuals to reflect and discuss. 1.1 Using questions allow tutors to reflect and share what they learnt from the previous session and how it was useful in their lessons. Example social inclusion (mixed ability and mixed gender grouping), equity (able to give support to both male, female and learners with SEN according to their individual needs). 1.2 Invite critical friend (male/female) to give feedback on lesson	**Introduction to the session** 1.0 Starter: Silent tears in the classroom. Read, reflect and discuss the scenario 1.1 Reflect and share previous learning and how it was useful in your lessons. 1.2 Give feedback on lesson observation for discussion.	20 mins

clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	observation for discussion. Example, equal involvement of males, females and SEN learners.		
	1.3 Allow a male and female to read the introductory session on promoting GESI responsive pedagogy in schools aloud for the group to discuss (appendix 2). Introduction: The need to deliberately address gender and inclusion in the classroom arises because, overtime, the classroom and school environment have been made to overlook gender biases and continue to promote exclusion. GESI responsive pedagogy involve teaching and learning processes that pay attention to the specific learning needs of girls, boys and members of marginalised groups.	1.3 Read and discuss the introduction to the session in appendix 2.	
	1.4 Ask tutors to read overview of the session (appendix 2) and identify the distinctive aspects. Overview of GESI responsive pedagogy: Classroom practices often reinforce traditional gender roles, gender and inclusion stereotypes that may disadvantage some learners resulting in poor quality learning outcomes. There is therefore the need to challenge these practices to ensure equal learning	1.4 Read the overview of the session and identify the distinctive aspects in appendix 2.	

	outcomes of all learners. This require teachers to be GESI responsive in lesson planning, selection and use of teaching and learning materials, methodologies etc.		
2. **Concept Development (New learning likely to arise in lesson/s):** • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	**2.0 Concept Development** 2.1 Task tutors in their subject groups to discuss the components of a GESI responsive lesson. Eg. a. GESI responsive lesson planning (Content, choice of learning materials to use) b. Selection and use of materials (review TLMs to deal with stereotypes), c. Teaching methodologies (ensure equal participation of girls, boys and students with special needs). Allow tutors to do a quick read on components of GESI responsive lesson in appendix 2. 2.1.1 Through small group discussion, (still in subject groups) ask tutors to mention and discuss possible barriers that may hinder tutors' and student teachers' implementation of GESI responsive pedagogy in CoE and in basic schools respectively. Task tutors to identify appropriate strategies to mitigate barriers.	**2.0 Concept Development** 2.1 Discuss the components of a GESI responsive lesson in your various subjects and read appendix 2 for validation. 2.1.1 Mention and discuss possible barriers that may hinder implementation of GESI responsive pedagogy in CoE and in basic school and identify appropriate strategies to mitigate barriers.(use phones and laptops to surfer additional information)	15 mins

	Eg. large class size (employ small group work; mix ability/gender), unavailability of appropriate learning materials (improvise using local materials), tutors' biases, lack of knowledge of appropriate pedagogical skills (reorientation and reading around GESI pedagogy). NB: tutors can use phones and laptops to search for additional barriers online.		
3. **Planning for teaching, learning and assessment activities for the lesson/s** • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment	**3.0 Teaching and learning activities** 3.1 Using talk for learning strategy ask tutors to mention and discuss appropriate teaching and learning activities in a GESI responsive lesson. *Eg. Mixed gender/ability group activities, using differentiated and universal design for learning teaching approaches (eg. multiple means of learner engagement, representation and action). NB: tutors can search for additional information online.* 3.2 Allow tutors to seek clarification on issues where necessary. You may allow any member to provide clarification.	**3.0 Teaching and learning activities** 3.1 Mention and discuss appropriate teaching and learning activities in a GESI responsive lesson. (Search for additional information online) 3.2 Seek clarification on issues that are not clear.	**40 mins**

opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Tutors should be expected to have a plan for the next lesson for student teachers	3.3 In their subject groups, ask tutors to discuss the GESI responsive activities student teachers could use during STS. *(eg. give equal opportunity for boys, girls and learners with SEN to take leadership position, participate in all activities)*	3.3 Discuss GESI responsive activities student teachers could use during STS.	
	3.4 Using questions, tutors should discuss how GESI, ICT, and 21st Century skills can be integrated in their specific subject areas.	3.4 Discuss how GESI, ICT, and 21st Century skills can be integrated in their specific subject areas.	
	3.5 Using dialogue discuss with tutors to identify possible strategies to make subjects projects and subject portfolios GESI responsive. *Eg. a. In grouping students for subject projects ensure mix ability/gender groupings* *b. Ensure subject projects have GESI components.* *Eg. A check list for an observation project must include equal participation of boys, girls and learners with SEN.*	3.5 Identify possible strategies to make subjects projects and subject portfolios GESI responsive.	
	3.6 In their subject groups, task tutors to identify and discuss the links to existing GESI documents and videos.	3.6 Identify and discuss links to existing GESI documents and videos. (visit sites at your convenience for further information)	

	3.7 Encourage tutors to regularly read on GESI responsive pedagogies to guide their lesson planning and delivery.	3.7 Regularly read on GESI responsive pedagogies to guide your lesson planning and delivery.	
4. Evaluation and review of session: • Tutors should identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Encourage tutors to invite critical friends to observe lessons using the GESI responsive check list (see appendix 3) 4.2 Allow tutors to ask questions for further discussion and clarification.	4.1 Invite critical friends to observe lessons using the GESI responsive check list (see appendix 3) 4.2 Ask questions for further discussion and clarification.	**15 mins**

GESI Appendix 1 – UNDERSTANDING GENDER - TERMS AND CONCEPTS

Sex is aspect of one's biological makeup that depends on whether one is born with distinct male or female genitals and a genetic programme that releases either male or female hormones to stimulate the development of one's reproductive system. Sex is biologically defined. It is determined by birth. It is universal and unchanging.

Gender is simply the relationship between men and women and the roles and responsibilities they have in the society in which they live. It refers to the socially constructed differentiated roles assigned to both sexes, whereby both men and women are expected to conform to and perpetuate the roles and behaviors that have been assigned to them. Gender is socially constructed and differs between and within cultures. It is about the differences in roles, responsibilities, opportunities, needs and constraints of men and women.

Some Distinctive Features of Gender:
- Deals with the relationship between men and women
- Deals with the roles and responsibilities men and women are assigned by their society
- Both men and women are expected to conform to and perpetuate the roles and behaviors that have been assigned them
- It involves the ranking of traits and activities so that those associated with men are normally given greater value
- It is historical
- It is learned, and therefore can be unlearned
- It takes place within different macro and micro spheres such as the state, the labour market,
- schools, the media, the law, the family, household and interpersonal relations
- It interacts with race/ethnicity, age, disability, status, economic factors, etc. Meaning these factors may present different gender dynamics and expectations.

Gender Roles define what is considered appropriate for men and women within a given society. It also means socially assigned roles of men and women and informs the division of labour. It involves the relation to power (how it is used, by whom and how it is shared). It varies greatly from one culture to another and change over time. Gender roles may vary from one social group to another within the same culture.

Gender Relation refers to how men and women relate to each other, resulting in manifestations of gender based power. This arises from the roles men and women are expected to play and the impact of their interactions. The family is a good example, as men assume the earner and leader roles, women assume the domestic and care giving roles. These power relations are uneven because the male has more power in making decisions than females. If we do not conform to roles prescribed to us by society, we are seen to be deviant by society. Power relations always result in one party being worse off than the other

and create social imbalances. This means inequality between men and women that is acquired in the process of socialisation.

Gender Responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits.
Gender responsiveness is accomplished through gender analysis and gender inclusiveness. It means creating an environment that reflects an understanding of the realities of women and men's lives and address the issues accordingly. Being gender responsive means having the capacity to analyse a specific context from a gender perspective, to develop gender sensitive course outline, lesson notes, teaching learning materials and to allocate budgets in a gender-responsive way.

Gender Stereotyping refers to the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men.

Gender Stereotype simply means the constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour. Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms.

Equality refers to the equal rights, responsibilities and opportunities of men, women and persons with special education needs and disabilities. It pertains to equal distribution of resources and benefits and participation of women and men in all areas of society. It also means giving equal weight to the knowledge, experience and values of both women and men in society. Equality between men and women is a human rights issue and a pre-condition for sustainable development. It is based on the principle that, though men and women are not the same biologically, they are equal as human beings.

Equity is based on principle of fair share. It is a stage in the process of achieving equality. Equity refers to a fair sharing of resources, opportunities and benefits according to a given framework. It is one of the measures of equality, but not the only one. Equity is measurable and manifested in parity. Experience illustrates that equity is used instead of equality within institutions.

Equality vs Equity. Equality refers to similarity of treatment as it is legally, constitutionally and divinely given. It is a fundamental right. And it is often the goal. Equity is often viewed as a favour, whereas equality is a fundamental right.

Empowerment is a process through which women, men and persons with disability in disadvantaged positions increase their access to knowledge, resources, and decision-making power, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment.

Gender Mainstreaming is the concept of bringing gender issues into the mainstream of society. It was established as a global strategy for promoting gender equality in the Platform

for Action adopted at the United Nations Fourth World Conference on Women held in Beijing in 1995. The conference highlighted the necessity to ensure that gender equality is a primary goal in all areas of societal development. In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of gender mainstreaming as follows: "Mainstreaming a gender perspective is the process of assessing the implications for women and men and persons with special education needs and disability of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality".

Mainstreaming in education involves placing learners with special education needs and disability in a general education classroom with a special education teacher as a co-teacher giving them the same opportunities as other learners to access instruction, gain knowledge, and to participate in the academic and socializing environments that a school offer.

Inclusion is the process of valuing all individuals and leveraging their diverse talent, not despite their differences, but because of their differences. Inclusion requires a conscious effort to involve all human resources in the fabric and mission of the institution or school as a critical value addition.

Disempowerment is any action, policy development and/or relief program or process through which women's, men's and persons with disabilities priorities, needs and interests are further ignored, reducing their participation in decision- making and representing an obstacle to their economic, political and social improvement, or to their academic progress and growth attainment.

Patriarchy is an ideology and social system that propagates male supremacy or male power and superiority over women as natural. The operating premise is that men are biologically, intellectually and emotionally superior to women. Conversely, women are considered to be weak and dependent on men for protection, guidance, upkeep and general survival. The ideology is institutionalised through active formal and informal systems, backed up by ideas, beliefs, religion, practices and culture – and sometimes by force. A patriarchal ideology is the key factor in the structural gender inequality in most of our societies.

Gender Neutrality is the claim some people make when they want to present themselves as not practising gender-based discrimination. What it often masks, however, is the failure to take gender issues into consideration, and this can translate into discrimination against girls as it fails to pay attention to the distinct and special needs of girls and boys.

Gender blindness is the failure to recognise the differences between males and females and therefore leading to failure to provide for the differences.

Other concepts/ terminologies:
Marginalisation - exclusion in processes such as decision-making. This results in women's inability to articulate their needs and interests.

Discrimination - differential treatment based on factors over which an individual has no control, e.g. sex, disability, socio-economic status, tribe, nationality, race, etc.

Objectification - assignment of less than human status and treatment to women. Infantilisation - categorising women with children, i.e. having no legal decision making powers, voting rights or capacity to enter into contracts.

Dispossession - through patriarchal systems of property inheritance, where is some cultures women are not allowed to inherit wealth.
Segregation occurs when students with disabilities are educated in separate environments (classes or schools) designed for students with impairments or with a particular impairment.

Exclusion occurs when an individual or group is denied the right to access (facilities, education) or participate in educational or social activity on the bases of ability, gender, health or social status.

Value Assignment - determining a woman's value by the sex and number of children she bears.

Violence - physical, mental and emotional abuse, which is culturally accepted as correcting a wife or harmful practices such as female genital mutilation to subdue female sexual urge

Poor refers to households or persons who consume an average of less than 2,220 calories of food per person per day. (according to Nepal Living Standard Survey, 2010/11)

Vulnerable Groups refer to groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, person with disabilities, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment.

Gender Impact Analysis/Assessment examines policies and practices to ensure they have beneficial effects on women and men. It identifies the existence and extent of differences between women and men and the implications of these differences for specific policy areas.

Social Exclusion describes the experience of groups that are systematically and historically disadvantaged because of discrimination based on gender, ethnicity or religion.

Gender Responsive Budget refers to government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting interventions to address gender gaps in sector and local government policies, plans and budgets.

Disaggregated Data refers to distinguishing men and women, ethnic minorities, people with disability, people with HIV and other excluded people in the data to reveal quantitative differences between them.

Why the need for GESI in education?

The need to deliberately address gender and inclusion in the classroom arises because, over time, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion. Below are examples of practices in the classroom that reinforce traditional gender roles and stereotypes:
   a. Male characters are often represented than females in TLMs
   b. Textbooks have more males than females in illustrations
   c. Illustrations in TLMs often portray gender stereotypes (male CEO and decision makers, females in domestic roles etc.)
   d. Persons with disability are underrepresented
   e. When persons with disability are featured, they are portrayed with negative stereotypes
   f. (Cursed, beggars or burden on society)
   g. Use of male pronouns to represent everyone (ignoring the existence of females)
   h. Persons with disability are identified by their disability. Often their disability is put before them – for example, deaf man, "handicapped" child, blind girl etc

Some misconceptions of GESI in Schools and out of Schools and how to address them
   a. GESI seeks to favour women
   b. GESI affects the learning outcomes of the "normal" learner
   c. Society thinks education is for men
   d. Concerns only persons with disabilities
   e. Quality inclusion is expensive
   f. Only schools are responsible for the implementation of GESI
   g. Persons with disability cannot cope in mainstream school.
   h. Disability is contagious

Ways the misconceptions can be addressed
These can be addressed through:
   • Behavior change communication approaches
   • Continued sensitization and advocacy of GESI
   • Mainstreaming GESI responsiveness in school and community practices and activities

Barriers that hinder GESI and how to address them in and out of schools
   a. Infrastructural barriers such as inaccessible school facilities
   b. Curriculum barriers such as deficient resources and learning materials for learners
   c. attitudinal barriers such as insensitivity and discrimination by teachers, parents, peers and the society at large
   d. Pedagogical barriers such as teachers not having necessary knowledge and skills on GESI responsive pedagogy.
   e. Public misconception of what GESI seeks to achieve
   f. Large class size especially in the basic schools

g. Unavailability of relevant teaching and learning resources
h. Lack of expert support for the regular class teacher

Ways the barriers can be addressed
These can be addressed through:
- GESI responsive infrastructure
- GESI responsive teacher education curriculum (include basic braille and sign language)
- Continuous advocacy
- Training teachers on GESI responsive pedagogies
- Train and deploy more special education teachers to the regular schools
- Provide relevant TLR for use in schools

Appendix 2 – GESI Observation Tool

A. Silent Tears
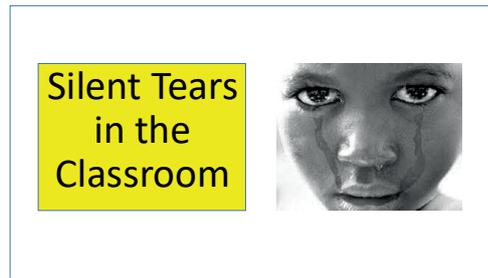
- Tears always fill me, but I can't pour them because no one understands me
- My parents can't even understand me because my teachers make them believe I am good for nothing
- I thought my parents will tell them that I repair all the electrical appliances in the house without any training
- Who will hear me now because myself and many who are like me are being destroyed?
- Who will help tell them that even though we might not be able to get the certificate we have great talents?
- Who will help tell teachers that they should not force their dreams on us but guide us nurture our God given talents?
- Who will hear our cry? I am one of the voices of the many silent voices in the class
- I wish I can be bold to tell my teachers that I must be understood and not compared
- My maths teachers say I'm good for nothing because I'm not good in calculations
- My science teachers say am useless because I can't express myself fluently in the white man's language
- They seem to have forgotten that I'm the one who led the school soccer team to win that trophy
- I am the same person who plays the drums to the admiration of all
- Sometimes when I ask why they consider what I do as important, they tell me WAEC doesn't ask those in examinations
- My teachers always say I don't do well even though they teach me well but how can I tell them that the teaching method doesn't favour me even though it favours the majority
- How can I tell my teacher that I just need motivation not condemnation?

B. Integrating GESI in Teaching and Learning

Introduction: The need to deliberately address gender and inclusion in the classroom arises because, overtime, the classroom and school environment have been made to overlook gender biases and continue to promote exclusion. GESI responsive pedagogy involve teaching and learning processes that pay attention to the specific learning needs of girls, boys and members of marginalised groups.

Overview of GESI Responsive Pedagogy:

Classroom practices often reinforce traditional gender roles, gender and inclusion stereotypes that may disadvantage some learners resulting in poor quality learning outcomes. There is therefore the need to challenge these practices to ensure equal learning

outcomes of all learners. This require teachers to be GESI responsive in lesson planning, selection and use of teaching and learning materials, methodologies, learning activities, classroom setup and interaction, management of gender stereotypes in the classroom and feedback and assessment.

Components of a GESI Responsive Lesson

1. **GESI Responsive Lesson Planning**
   − Lesson planning involves a wide range of decisions:
   − Content
   − Choice of learning materials to use
   − Methodologies
   − Learning activities
   − Language use
   − Classroom setup
   − Classroom interaction
   − Assessment of the learning/ learner
   − Fair knowledge of the background of learners to inform all the above
   − For a lesson plan to take into account gender and inclusion considerations, the lesson planning process should involve the following:

2. **Choice of Learning Materials**
   − Review the TLMs and identify if the material contains stereotypes?
   − If so, what strategies can be used to address such stereotypes?
   − If faced with a history textbook that portrays only heroes, it will be vital to draw up a list of "sheroes" (female heroes).
   − If a chemistry textbook portrays only male scientists as inventors or abled bodied scientists, include discussing female scientists and scientists with disability.
   − Carefully review the language used in the TLMs for gender responsiveness and inclusion.

3. **Teaching Methodologies**
   − Select teaching methodologies that will ensure equal participation of girls, boys and students with special needs.
   − Ensure that dominant individuals do not sideline less assertive ones. − Employ differentiated teaching approaches suitable for all learners.
   − Protect students with disability from abuse or bully by other students.

4. **Learning Activities**
The lesson plan should make allowance for all students to participate in the learning activity.
   − When doing science experiments, ensure that girls, boys and students with disability have a chance to use the equipment and chemicals.
   − There should also be equal participation in such activities as making presentations.
   − When assigning projects, ensure that both females and males are given leadership positions and roles.
   − Take into account how the learning materials will be distributed equally to both girls and boys, especially in case of shortage or limited supply.

5. **Classroom Setup and Interaction**

The lesson plan should consider the classroom setup.
  – Consider how to arrange the classroom and interact with the students to promote equal participation of all students.
  – Plan in advance to ask substantive questions to all students.
  – Where do you stand or sit during the lesson? Ensure that your position or posture does not exclude or intimidate students.

Management of other gender and inclusive constraints to learning inside the classroom
  – In the planning process, make provision for time to deal with gender-specific problems, if any, such as girls who have missed class due to menstruation, household chores or family responsibilities. Or support to students with learning disabilities.
  – Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, Pregnancy, Peer pressure, among others.

Feedback and Assessment

Make time for adequate feedback from girls, boys and students with special needs to ensure that lesson is well understood. Ensure that assessment methods do not disadvantage any marginalised group or individual in the class.

GESI Responsive Teaching & Learning Resources (TLRs)

TLRs are fundamental to the pedagogical process and are critical for shaping young minds. However, TLRs and textbooks often communicate traditional and limited gender roles. They also reinforce stereotypes about disabilities. Usually, the message in some materials is that women and girls are weak and passive and that persons with disabilities are a burden or are cursed. Consequently, male and female students continue to follow the status quo and reinforce negative stereotypes about women. In effect, men are challenged to take up leadership roles, whereas women continue to occupy the backbench. To ensure equality and inclusion, TLRs and other learning resources must empower both female and male students and students with disabilities.

Choose materials that depict persons of minority groups in a positive light. For example, a child with a physical disability playing with other children; an albino student in class with other children, a female statistician etc
 GESI Responsive TLRs:

GESI Responsive Language Use in the Classroom

Language is a tool of communication. Inappropriate language use can transmit negative messages and inhibit learning. A boy or girl whose teacher constantly tells them "you are stupid" may believe this to be true. A teacher's constant use of harsh, abusive and threatening language may instil fear in the students. Language can also reinforce gender differences and inequalities
  – Gender biases are expressed through language that reveals the belief that girls cannot perform as well as boys or that boys should not allow themselves to be outperformed by girls academically – or in any other way.
  – Teachers sometimes discourage girls from taking science-based subjects or courses by telling them that such subjects are for boys or are too difficult for girls.
  – When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop acting like a girl.

- Spoken language is only part of the equation. Much offensive communication is not verbal. – An indifferent shrug of the shoulders or rolling of the eyes suggests that the student is too foolish or bothersome to warrant attention.
- Other gestures and body language, such as winking, touching, brushing, grabbing, and other moves, may be overtly sexual.
- It is also difficult for the victim to take steps to stop the abuse because there is often no tangible evidence. Most sexual harassment occurs and escalates in this way.

GESI Responsive Classroom Setup

How the classroom is arranged can contribute positively or negatively to teaching and learning processes. This includes the layout of the furniture in the classroom or laboratory, the quality of chairs and desks, and the overall physical infrastructure of the school. The height of shelves in the classroom can contribute to an interactive classroom setup or exclude student of a certain height.

To ensure GESI responsiveness in the way a classroom is set up, the following needs to be considered:

- A classroom setup that mixes girls and boys and also considers disabilities – Classroom setup that enhances the participation of all students
- Arrangement of the desks that allow students with disabilities to be comfortable – Appropriate shelf heights in the libraries and laboratories.
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys.
- Fixtures and visual aids on the walls that send gender-responsive messages
- Appropriate size, shape and weight of desks and chairs.

GESI Responsive Classroom Interaction: Students are boys and girls with gender-specific needs. Especially as they mature, their gender roles can have an increasing impact on classroom interactions. An existing disability introduces different classroom dynamics. Sexual experimentation, sexual harassment, male domination, female passivity, and bullying come into play in the classroom. The following are essential steps towards building good classroom rapport:

Look for characteristics such as shyness, arrogance, distraction and low confidence.

- Take into account that some students are slow learners, some are gifted, and most are better in some areas than others.
- It is important to go beyond academic ability. Bear in mind that some learners come from disadvantaged situations.
- Orphans, displaced, the very poor or may have hidden disabilities
- Watch out for the gender-specific needs of students: girls who are having problems because they are going through their menstrual cycle.

Appendix 3 – GESI Observation Tool

Name of Tutor		Sex	
Course Title		Level	
Subject/Topic			

Gender and Inclusion Responsive competency	Some Strategies and Actions to observe:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
1. The Tutor uses Gender and Inclusion responsive pedagogy in class (aim for a score of 19-21)	**The Tutor:** 1) gives equal chance to females and males to ask and answer questions in class (and provides extra encouragement to girls who may lack confidence)				
	2) uses participatory methods such as group work, debates and role play; and ensures equal participation of females & males (giving extra encouragement where needed)				
	3) pays attention to the composition of females and males during group work and assigns females leadership roles				
	4) ensures that females have equal access to teaching and learning resources (TLMs, books, desks, etc.), particularly if males are more assertive and take resources first				
	5) is patient with females and males who may be shy or afraid to speak				
	6) checks to see if both females and males understand the lesson				
	7) provides constructive/positive verbal feedback to both females and males in class				
Total score					
2. The Tutor uses Gender and Inclusion responsive language and interaction	**The Tutor:** 1) does not use negative expressions or language that demeans, excludes, or gives females the impression that are not as intelligent or do not need to perform as well as males				
	2) does not use harsh/threatening language or actions that instil fear in both females and males				

(aim for a score of 19-21)	3) does not say things that reinforce false assumptions about females and males (e.g., girls are bad at maths/science, girls are always shy, boys are the first to answer)				
	4) does not use body language that excludes girls or shows preferential treatment to boys (such as speaking mostly to boys or turning your back to girls)				
	5) sets ground rules that prohibit teasing or bullying, particularly from males towards females				
	6) builds students' (especially females') skills for self-confidence, speaking out and leadership				
	7) knows the difference between 'being friendly' with girls and being flirtatious. Jokes and conversations should not have sexual undertones, and Tutors should not use terms like 'girlfriend' or 'sweetie'.				
Total score					
3. The Tutor uses Gender and Inclusion responsive TLMs (aim for a score of 10-12)	**The Tutor:** 1) reviews all textbooks, pictures, posters, and materials before using them to see if they reinforce traditional Gender and Inclusion roles (e.g., women cooking/cleaning, men in professional roles)				
	2) identifies traditional Gender and Inclusion roles that appear in books/materials and makes a point to alert students to these portrayals when using the materials in class				
	3) discusses with students how portrayals of traditional Gender and Inclusion roles limit what female students think they can do and achieve				
	4) ensures that books, materials, or equipment are equally distributed amongst females/males				
Total score					
4. The Tutor challenges	**The Tutor:** 1) empowers males to be critical of and challenge traditional views of masculinity				

traditional Gender and Inclusion roles (aim for a score of 10-12)	(e.g. men should be 'powerful', should not be 'weak', should never cook/clean)				
	2) empowers females to be critical of and challenge traditional views of femininity (e.g., women should be dependent on men, should only be mothers/carers, should not be assertive)				
	3) actively uses examples (e.g., exercises, activities, role play, pictures) that *challenge or reverse* traditional Gender and Inclusion roles (such as having men cook)				
	4) supports and encourages females to achieve in maths and science and aspire to professions traditionally taken by men (such as engineering, police, medicine)				
Total score					
5. The Tutor uses Gender and Inclusion responsive planning (aim for a score of 15-18)	**The Tutor:** 1) plans classroom seating so that males and females are mixed, and so that pupils who need more support sit at the front				
	2) reviews student attendance every 2-3 months (particularly for females) - if there are problems with attendance, the Tutor should follow up with the head Tutor and parents				
	3) reviews student assessments every 2-3 months - if there are large gaps between females and males, the Tutor should develop strategies to close the gaps				
	4) plans to use teaching strategies that ensure equal participation of both females and males				
	5) reviews TLMs for traditional Gender and Inclusion roles and ensures that materials are distributed and used equally between female and males				
	6) plans to use exercises/activities that do not reinforce traditional Gender and Inclusion roles and in some cases, actively *challenges* or *reverses* traditional Gender and Inclusion roles				
Total score					
Overall score					

Class size	
Number of Females	
Number of Males	

Name of Peer Tutor (Observer)
……………………………………………………………………………………………………….

Signature
…………………………………………………………………………………………………….

Thank you for completing this observation tool.

ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING

Purpose
This manual is prepared to
1. help tutors plan and teach learner-centred lessons using ICT
2. provide tutors access to and use of ICT tools for assessment *of, for* and *as* learning
3. introduce tutors to the use ICT for the development of 21st century skills
4. guide tutor in their use of ICT software and hardware for teaching and learning.

Preamble
Teachers in the 21st century are facing new challenges because of the expanding possibilities of ICT integration in every aspect of the school curriculum. Research works have shown the potential of Tutor Professional Development (TPD) that is tailored to local conditions as well as global components and takes advantage of mutual support among tutors, as well as modelling of effective practices.

Welliver's Instructional Transformation Model sets goals and expectations for all teachers at whatever stage they are starting at. The five hierarchical stages start with familiarization, then utilization, integration, reorientation, and finally revolution.

1. **Familiarization:** is when teachers become aware of technology and its potential uses.
2. **Utilization:** teachers use technology, but minor problems will cause them to discontinue its use.
3. **Integration:** technology becomes essential for the educational process and teachers are constantly thinking of new ways to use technology in their classrooms
4. **Reorientation:** teachers begin to rethink the educational goals of the classroom with the use of technology.
5. **Revolution:** is the evolving classroom that becomes completely integrated with technology in all subject areas. Technology becomes an invisible tool that is seamlessly woven into the teaching and learning process.

ICTs have the capabilities to bring several benefits to teachers and students such as shared learning resources, shared learning spaces and promotion of cooperative and collaborative learning they also provide a base for autonomous learning. ICTs have enabled us to communicate one to one, one to many and many to many through communication channels and networking. They provide a means to organize institutions differently and lead to new ways of working together with virtualization. With implementation and integration of ICTs in teacher education, the society has been transformed into a knowledge society. During the International Conference on ICT and Post-2015 Education, the 2015 Qingdao Declaration stated the importance of the professional development of teachers to effectively integrate ICT into their work.

Successful integration of ICT into teaching and learning requires rethinking the role of teachers and reforming their preparation and professional development. It calls for promoting a culture of quality in all its aspects: staff support, student support, curricula design, course design, course delivery, strategic planning, and development. We will therefore ensure that teacher-training institutions are equipped and prepared to use ICT adequately to expand the benefits of

training and professional development programmes to all teachers, and to act as the vanguard for technology-supported innovations in education. We also commit to providing teachers with system-wide support for the pedagogical use of ICT, to incentivize teacher innovation, and to develop networks and platforms that allow teachers to share experiences and approaches that may be of use to peers and other stakeholders. (UNESCO, 2015)

Mishra and Koehler (2006) expressed the fact that technology has changed the way we teach (pedagogy), what we teach (content), and the context in which teaching/learning happens. Thus, to say that technology gives us new opportunities to connect with the content and use new pedagogical strategies to pass the content to our students.

In the field of teacher education ICT-based applications and their integration with content, method and pedagogy are potential catalysts for meaningful learning of students. Professionals associated with teacher education institutions should equip them to design their educational system and prepare teachers for the future of the society (Singh, 2014).

With implementation of ICTs and its effective integration with teaching and learning process, the approaches to learning and teaching has changed to reflect global competencies of the 21st century teacher. The basic approaches are as follows:

- Learner Centric: Explore the best in every student.
- Learning Centric: Learner learn by designing and preparing meaningful learning experience with the help of a teacher.
- Promoting Inquisitiveness: Develop questioning ability in learner. Teacher encourages learner to ask questions. It leads to critical thinking.
- Innovation Centric: Teacher promotes innovation, creativity, and team spirit in learner.
- Develop cooperative and collaborative learning environment: Learning occurs through discussion, interaction and debate called learning for development.

Teacher is expected to perform the role of a facilitator and moderator with different responsibilities in different situations in a technology-mediated learning environment, called networked society. There is the need for specialized training and orientation of teachers to enable the teacher to develop the classroom, school and society with new skills and competencies. For this reason, the expectation of the National Teacher Curriculum Framework (NTECF) is that student teachers should be equipped a set of competencies and skills so that they can in turn inculcate in their learners the competencies and skills. The set of skills and competencies provided by the NTECF, subsequently captured by the Pre-Tertiary Education Curriculum Framework are:

- critical thinking and problem-solving skills,
- creative and innovative skills,
- life-long learning/personal Life skills,
- collaborative/social skills,
- communication skills,
- literacy and numeracy skills,
- leadership skills,
- entrepreneurial skills,
- digital literacy/information, communication & technology (ICT) skills and,
- civic literacy.

ICT can be used to leverage the development of these skills and competencies if teachers are intentional about the ICTs use for skills and competencies development.

Learning Outcomes	Indicators
1. Demonstrate knowledge and understanding of the basic ICT tools and their impact on 21st century skills	1.1 Mention and describe some basic ICT tools and how to use them, including: Computers, and other hardware, software. 1.2 21st century skills and ICT tools that can be used to integrate them in lessons. 1.3 Analyse and evaluate the changes brought about by the introduction of ICT.
2. Demonstrate use of basic ICT tools for planning lessons	2.1 Perform basic lesson planning tasks using an ICT tool, e.g., using Google calendar. 2.2 Create, edit, format, save and print documents using various productivity tools. 2.3 Use the internet to search for information
3. Demonstrate use of basic ICT tools for teaching, learning and assessment	3.1 Perform basic teaching tasks using an ICT tool, e.g., using PowerPoint, Google classroom, zoom, Google meet. 3.2 Perform basic lesson assessment tasks using an ICT tool, e.g., using Google forms. 3.3 Use the internet to search for activities for teaching, learning and assessment
4.Demonstrate use of basic ICT tools for research	4.1 Perform basic research tasks using an ICT tool, e.g., using survey monkey, Google forms. 4.2 Use the internet for literature search including theoretical and conceptual frameworks

ICT TOOLS

ICT tools ─ both software and hardware ─ can be used for planning, teaching, learning, assessment, data management and for research, with some of them able to perform multiple functions. Some of these tools are stated below with a brief note on their usage.

ICT TOOLS FOR PLANNING LESSONS

AnswerGarden is a tool for online brainstorming and collaboration.

BrainPOP Lets you use pre-recorded videos on countless topics to shape your lesson plan, then use quizzes to see what stuck.

Buncee Helps students and teachers visualize, communicate, and engage with classroom concepts.

Class Dojo: This is a fun tool to gamify the classroom. Students make their own avatars, gain and lose points based on classroom behavior, discussion approaches, and other soft skills agreed upon by the teacher and the class. Teachers can also use Class Dojo to take attendance and create graphs that breakdown the information for teachers. Not only will this tool encourage students to uphold class values, but it will also provide key metrics to help teachers adjust their teaching tactics accordingly.

Coggle A mind-mapping tool designed to help you understand student thinking.

Conceptboard is a software that facilitates team collaboration in a visual format, similar to mind mapping but using visual and text inputs.

Dotstorming A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.

Flipgrid: Flipgrid is the video discussion tool from Microsoft that opens-up the classroom. It is designed to allow students to speak to the group but without the same fear that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class, on the spot. Of course, it's also a great tool for use when learning remotely.

Google Calendar: With Google Calendar, you can quickly schedule meetings and events and get reminders about upcoming activities, so you always know what's next. Calendar is designed for teams, so it's easy to share your schedule with others — students and colleagues for example — and create multiple calendars that you and your team can use together.

Google Classroom: Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines *Google Drive* for assignment creation, storage and distribution, Google Docs (equivalent of Microsoft Word), Sheets (equivalent of Microsoft Excel) and Slides (equivalent of Microsoft PowerPoint) for writing/word processing, calculation and graphing, and presentation respectively Gmail for communication, and Google Calendar for scheduling.

Google Meet: Google Meet is a google enterprise-grade video conferencing app. Now, anyone with a Google Account can create an online meeting with up to 100 participants and meet for up to 60 minutes per meeting.

PowerPoint Presentation: PowerPoint is a presentation programme developed by Microsoft. PowerPoint is often used to create business presentations but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. A good PowerPoint presentation enables teachers to make their lessons engaging, interactive and real.

Voov Meeting: VooV Meeting allows attendees to join meetings quickly on mobile phones, PCs, tablets, and webpages for a seamless conferencing experience across platforms

Zoom: Zoom Cloud Meetings is a proprietary video teleconferencing software program developed by Zoom Video Communications. It enables you to virtually interact with your students when in-person meetings are not possible, and it has been hugely successful for teaching and learning.

(Zoom, VooV Meeting and Google Meet are good for collaborative lesson planning with colleagues).

ICT TOOLS/APPS FOR TEACHING

AudioNote A combination of a voice recorder and notepad, it captures both audio and notes for student collaboration.

Edmodo is a free learning management platform that merges classroom content, safe communication, and assessment with social media savvy. Students and parents can get quick answers to questions as well as stay current on class assignments and happenings via the student planner and discussion threads. It provides a simple way for teachers to create and manage an online classroom community as well as enables students to connect and work with their classmates and teachers anywhere and anytime. The Ghana Library Authority as subscribed to this platform and available for teachers, students, and their parents to use.
Edpuzzle helps you use video (your own, or one from Khan Academy, YouTube, and more) to track student understanding.

GeoGebra for Teaching and Learning Math. It is a free digital tool for class activities, graphing, geometry, collaborative whiteboard and more

Google Classroom: Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling.

Jamboard is a digital interactive whiteboard in a collaborative whiteboard space with options to draw, add pictures, shapes, sticky notes, and text boxes. Jamboard is one smart display. Quickly pull in images from a Google search, save work to the cloud automatically, use the easy-to-read handwriting and shape recognition tool, and draw with a stylus but erase with your finger – just like a whiteboard.

Kasahorow is a vocabulary-enriching platform that helps to learn the English language and modernize African languages like a child. Kasahorow Keyboards for Android lets you type in Akan, English, Gbe, Ga-Dangme, Hausa and Yoruba conveniently. It is used as a normal keyboard by simply installing and selecting when you want to type an African language on any Android devices you have.

Kahoot is an online game-based learning platform. It allows teachers, organizations, and parents to set up fun web-based learning for others. Kahoot can be used as a fun trivia activity to do with students or teachers to have a series of fun questions at the same time learn.

Math Kids is a free learning game designed to teach young children numbers and mathematics. It features several mini games that toddlers and pre-K kids will love to play, and

the more they do the better their math skills will become. Adding Quiz will put your child's math and addition skills to the test.
Other mathematics applications are, inMaths, Geomaths

Moodle: Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle was designed to provide educators, administrators, and learners with an open, robust, secure, and free platform to create and deliver personalised learning environments. Moodle is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organisations across the globe.

Photomath is a mobile application that utilizes a smartphone's camera to scan and recognize mathematical equations; the app then displays step-by-step explanations onscreen. It is available for free on both Android and iOS. It uses the camera on a user's smartphone or tablet to scan and recognize a math problem. Once the problem is recognized, the app will display solving steps, sometimes in a variety of methods or multiple approaches, to explain the scanned problem step-by-step and teach users the correct process.

Piazza Lets you upload lectures, assignments, and homework; pose and respond to student questions; and poll students about class content. This tool is better suited for older students as it mimics post-secondary class instructional formats.

QuickVoice Recorder Allows you to record classes, discussions, or audio for projects. Sync your recordings to your computer easily for use in presentations.

StudyGe: This is a geography for children. This learning game will help you to remember location of countries, their capitals and flags. You can train your memory and memorize information about countries. This offline platform will allow students to improve your knowledge of geography. Other geography platforms are LearnGeography, AP Human Geography

Telegram is a mobile application that allows users to communicate with them using mobile gadget and computer. Telegram can be used for teaching and learning for the following reasons:
Multiple platforms: smartphones (Operating system, Android), PC, Laptop, iPad, Tab, and Web., Compatible file format, large files transfer, Grouping facilities, better storage capacity and management, better memory system and management, better security with the encryption. Telegram can be used for teaching and learning in the following ways: announcement, forum i.e., whole class discussion, Quizzes, open ended question, group project report, listening practice, pronunciation practice, speaking practice, writing practice, problem solving, Content/materials sharing, PowerPoint presentation.

Vocaroo Is a quick and easy way to record and share voice massages over the interwebs. Vocaroo creates audio recordings without the need for additional software. The recordings are easy to be embedded into PowerPoint presentations and websites.

Whiteboard is an instant formative assessment tool for your classroom, providing you with live feedback and immediate overview over your students. Engage your whole class, include every student and let everybody answer - including the shy students or students who normally wouldn't bother to answer.

DIGITAL ASSESSMENT TOOLS FOR TEACHERS

Classmarker: Classmarker is an online testing software that offers a free version that is very complete providing teachers with interesting possibilities for formative and summative evaluations. A professional web-based Quiz maker is an easy-to-use, customizable online testing solution for business, training & educational assessments with Tests & Quizzes graded instantly, saving hours of paperwork

Edulastic Allows you to make standards-aligned assessments and get instant feedback.

Gimkit Lets you write real-time quizzes.

Google Forms: Google Forms is a tool that allows collecting information from users through a personalized survey or exam. Google Forms is a free tool from Google that allows you to do the following: Create forms, surveys, quizzes, and such. Share the forms with others. Allow others to complete the forms online.

Kahoot - game-based assessment tool.

Mentimeter - pre-built education templates.

Naiku Lets you write quizzes students can answer using their mobile devices.

Poll Everywhere - used by 300,000 teachers.

Quiz Bot - Create a quiz with several multiple-choice questions and test on telegram

Socrative - quizzes and questions with real-time grading.

World Geography – Quiz Games for Geography

World Map Quiz – quizzes and questions for Geography

ICT TOOLS/APPS FOR RESEARCH

Academia.edu: is a platform for academics to share research papers. The company's mission is to accelerate the world's research.

ai.google: Google periodically releases data of interest to researchers in a wide range of computer science disciplines.

Biohunter: A Portal with literature search, data statistics, reading, sorting, storing, field expert identification and journal finder.

Code Ocean is a Cloud-based computational platform which provides a way to share, discover and run published code.

DataBank: Is an analysis and visualization tool that contains collections of time series data on a variety of topics.

Datacatalogs.org offers open government data from US, EU, Canada, CKAN, and more.

Data.gov: The USA government's official data portal offers access to tens of thousands of data sets

Data.gov.in: An Open Government Data (OGD) Platform India - is a platform for supporting Open Data initiative of Government of India. The portal is intended to be used by Government of India Ministries/ Departments their organizations to publish datasets, documents, services, tools and applications collected by them for public use. It intends to increase transparency in the functioning of Government and also open avenues for many more innovative uses of Government Data to give different perspective.

Data.gov.uk: The British government's official data portal offers access to tens of thousands of data sets on topics such as crime, education, transportation, and health

DeepDyve: provides simple and affordable access to millions of articles across thousands of peer-reviewed journals. Content from the world's leading publishers including Reed Elsevier, Springer, Wiley-Blackwell, and more.

GitHub: An Online software project hosting using the Git revision control system.
Open Science Framework: This gathers a network of research documents, a version control system, and a collaboration software.

Google Finance: it provides stock market data and give updates in real time.

Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.

Microsoft Academic Search: Find information about academic papers, authors, conferences, journals, and organizations from multiple sources.

Peer Evaluation: is an Open repository for data, papers, media coupled with an open review and discussion platform.

QuillBot is a paraphrasing and summarizing tool that helps millions of students and professionals cut their writing time by more than half using state-of-the-art AI to rewrite any sentence, paragraph, or article.

ResearchGate is the professional network for scientists and researchers. Over 15 million members from all over the world use it to share, discover, and discuss research.

Sciencescape: An Innovation in the exploration of papers and authors.

 SlideShare: Community for sharing presentations and other professional content

SSRN: Is Multi-disciplinary online repository of scholarly research and related materials in social sciences.

Turnitin is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying.   When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc.

Tutor PD Session on ICT Integration & 21st Century Skills

Age Levels/s: EG,UP,JHS   **Name of Subject/s:** ICT Integration

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
Introduction to the session	1.1 Self-introduction: Ask tutors to introduce themselves.	1.1 Kindly introduce yourself to the group.	**20 mins**
	1.2 Ask tutors to share any successes and issues they had when using ICT tools in a previous semester *employing talk for learning strategies.*	1.2 Tutors share any successes and issues they had when using ICT tools in a previous semester *employing talk for learning strategies.*	
	1.3 Asks tutors who are conversant with and have utilized ICT tool(s) in Lessons in the previous semester(s) to share their practices and how these ICT tools and its integration has impacted on their teaching in any of the semester(s). It is important to identify the topic as well as the ICT tool(s) used in the discussion.	1.3 Tutors who are conversant with and have utilized ICT tool(s) in Lessons in the previous semester(s) to share their practices and how these ICT tools and its integration has impacted on their teaching in any of the semester(s). It is important to identify the topic as well as the ICT tool(s) used in the discussion.	

	1.4. Ask tutors to read the purpose, the learning outcomes and learning indicators of the manual and use the think-pair-share approach to share their views about how the manual can help them to integrate ICT into their lessons. **Distinctive aspects** Lead tutors to discuss ICT tool(s) they are familiar with and any unique qualities of these ICT tool(s) as learning tools that they can identify. Note: The following are the distinctive aspects that this manual has considered: Reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains. 1.5 Ask tutors to pair with a colleague and share their views about the ICT tools that they have used in their everyday life and how the unique qualities of these tool(s) can be incorporated into their classroom teaching.	1.4. Read the purpose, the learning outcomes and learning indicators of the manual and use the think-pair-share approach to share your views about how the manual can help you to integrate ICT into their lessons. **Distinctive aspects** Tutors to discuss ICT tool(s) they are familiar with and any unique qualities of these ICT tool(s) as learning tools that they can identify. Note: The following are the distinctive aspects that this manual has considered: Reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains. 1.5 Pair with a colleague and share your views about the ICT tools that you have used in your everyday life and how the unique qualities of these tool(s) can be incorporated into your classroom teaching.	

	1.6 In groups ask tutors to write on a flip chart using Concept Cartoons: a. ICT tool (s) tutors are familiar with. e.g., email, mobile phones, computers, slides, animation, zoom, telegram, etc. b. ICT tool(s) tutors use and integrate in their teaching at the College of Education 1.7 Let tutors present their findings via *radio reporting.*	1.6 In groups, write on a flip chart using Concept Cartoons: a. The distinctive features of ICT tool(s) you are familiar with b. CT tools you use and integrate in your teaching at the College of Education. 1.7 Present your findings via *radio reporting.*	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	**Concept Development** 2.1. Using the think, pair, share approach, assign tutors sub-topics of integrating ICT into teaching and learning (*equity, health and safety issues relating to the use of ICT tools*) to tutors to discuss and write points on a flip chart for presentation. Allow time for each presentation and whole group discussion. 2.2 Ask tutors to work in pairs and examine the misconceptions in teaching and learning with ICT tool(s) and share ideas on how to address them. E.g. computers can do everything a teacher can do	**Concept Development** 2.1. Discuss the sub-topic, assigned to you with your partner and share your views with the larger group 2.2 In pairs, discuss misconceptions in teaching and learning with ICT tool (s) and share possible ways of addressing them. E.g. computers can do everything a teacher can do	**25 mins**

	2.3 Ask tutors to outline possible challenging areas in teaching with ICT tool(s) taking into consideration GESI (e. g. identifying areas in the curriculum where stereotypes are reinforced and addressing these).	2.3 Outline possible challenging areas in teaching with ICT tool(s) taking into consideration GESI (e. g. identifying areas in the curriculum where stereotypes are reinforced and addressing these).	

3. Planning for teaching, learning and assessment activities for the lesson/s
• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous
	Teaching and learning activities:
	
	3.1. Discuss with tutors, general ICT tools for teaching and learning
	
	Desktop and laptops computers, Projector, Digital cameras, Printer, Photocopier, tablets, Popplet, Pen Drive, Ipods, Ipads, Webboards, Scanners, Microphones, interactive white board, DVDs and CDs Flash discs, video Games
	
	E.g.,
	Geomaths
	Maths kits
	Microsoft maths solver
	Photomaths
	Scratch
	kasahorow
	
	  • **Software**
	  • **Office Professional** – E.g. XP.
	  • **Good photo software** e.g. Microsoft Digital Photo Suite
	  • **"Photostory 2** -- comes with service pack 2.
		Teaching and learning activities:
		
		3.1 Discuss general ICT tools for teaching and learning
		
		Desktop and laptops computers, Projector, Digital cameras, Printer, Photocopier, tablets, Popplet, Pen Drive, Ipods, Ipads, Webboards, Scanners, Microphones, interactive white board, DVDs and CDs Flash discs, video Games
		
		E.g.,
		Geomaths
		Maths kits
		Microsoft maths solver
		Photomaths
		Scratch
		kasahorow
		
		  • **Software**
		  • **Office Professional** – E.g. XP.
		  • **Good photo software** e.g. Microsoft Digital Photo Suite
		  • **"Photostory 2** -- comes with service pack 2.
			40 mins

assessment to support student teacher learning
• Resources:
   ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
   ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning
• Tutors should be expected to have a plan for the next lesson for student teachers
	• **Inspiration**
	• **Smart Notebook**
	   ○ **United Streaming** subscription
	• **Hardware**
	• **Flat Screen monitor** Good quality printer preferably a laser black and color photo. E.g. HP
	• **CD/DVD RW drive(s)**
	• **USB ports**
	• **Scanner** – e.g. Epson brand
	• **Digital camera – e.g.** of Canon
	• **External storage** - an external hard drive to back up data
	• **Portable storage** - USB flash drive, 2 GB minimum.
	• Palm or other **handheld device** to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm
	• **Smart board** or **Smart Airliner**, with projection unit for classroom use.
	• **CPS** (classroom performance system) also for classroom use.
	
	Teaching 21st Century Skills with ICT
	
	Collaborative Problem Solving
		• **Inspiration**
		• **Smart Notebook**
		   ○ **United Streaming** subscription -
		• **Hardware**
		• **Flat Screen monitor** Good quality printer preferably a laser black and color photo. E.g. HP
		• **CD/DVD RW drive(s)**
		• **USB ports**
		• **Scanner** – e.g. Epson brand
		• **Digital camera – e.g.** of Canon
		• **External storage** - an external hard drive to back up data
		• **Portable storage** - USB flash drive, 2 GB minimum.
		• Palm or other **handheld device** to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm
		• **Smart board** or **Smart Airliner**, with projection unit for classroom use.
		• **CPS** (classroom performance system) also for classroom use.
		
		Teaching 21st Century Skills with ICT
		
		Collaborative Problem Solving	

	https://youtu.be/cnkKHL_dyGE **Creativity** https://www.youtube.com/watch?v=qV7DiTFdtvw **Hands-On Learning** https://youtu.be/vYUNfJ9lKzs **Effective Written and Oral Communication** https://www.youtube.com/watch?v=D5hMN_XkPQA **Ethical Decision Making** https://youtu.be/Iwk8dGFn1tY **Information and Media Literacy** https://youtu.be/bjYhmTC3lrc **Critical Thinking** https://youtu.be/y7iMEH7jGFk https://youtu.be/88DoGrqEuJk **Leadership** https://youtu.be/-NF10F6bX_g **Personal Responsibility and Initiative** https://youtu.be/nRE131ErclM 3.2 Lead tutors to discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment. **E.g.,** Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,	https://youtu.be/cnkKHL_dyGE **Creativity** https://www.youtube.com/watch?v=qV7DiTFdtvw **Hands-On Learning** https://youtu.be/vYUNfJ9lKzs **Effective Written and Oral Communication** https://www.youtube.com/watch?v=D5hMN_XkPQA **Ethical Decision Making** https://youtu.be/Iwk8dGFn1tY **Information and Media Literacy** https://youtu.be/bjYhmTC3lrc **Critical Thinking** https://youtu.be/y7iMEH7jGFk https://youtu.be/88DoGrqEuJk **Leadership** https://youtu.be/-NF10F6bX_g **Personal Responsibility and Initiative** https://youtu.be/nRE131ErclM 3.2 Discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment. **E.g.,** Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,	

	keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.	keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.	
	3.3 Lead tutors to discuss some useful Education Technology Resources for teaching, learning and assessment. **E.g.,** <u>Office 365 vs G-Suite for Education</u> <u>Google Meet for Online Teaching</u> <u>Google Classroom for Online</u> <u>Assignment</u> submissions <u>Plagiarism checking Softwares</u> Tools for <u>Checking Grammar errors Online</u> Assessment tools include: grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot Digital Assessment Tools for Teachers: Socrative - quizzes and questions with real-time grading. Classmarker- quizzes and questions with real-time grading Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. • Further links to videos for further application of ICT tools in the teaching and learning process	3.3 Discuss some useful Education Technology Resources for teaching, learning and assessment. **E.g.** <u>Office 365 vs G-Suite for Education</u> <u>Google Meet for Online Teaching</u> <u>Google Classroom for Online</u> <u>Assignment</u> submissions <u>Plagiarism checking Softwares</u>. Tools for <u>Checking Grammar errors Online</u> Assessment tools include: grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot Digital Assessment Tools for Teachers: Socrative - quizzes and questions with real-time grading. Classmarker- quizzes and questions with real-time grading Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. • Further links to videos for further application of ICT tools in the teaching and learning process	

		https://www.youtube.com/watch?v=k8nMh71ky4Y	https://www.youtube.com/watch?v=k8nMh71ky4Y	
		3.4 Ask tutors to suggest ICT-mediated teaching, learning and assessment activities in their respective subjects taking into account GESI. E.g., Making reasonable adjustments using ICT for physically challenged learners. E.g. Both male and female learners playing leading roles in ICT-based group tasks.	3.4 Suggest ICT-mediated teaching, learning and assessment activities in your respective subjects. aking into account GESI. E.g., Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.	
		3.5 Let tutors present their findings to the larger group	3.5 Present your findings to the larger group	
	• **Evaluation and review of session:** • Tutors need to identify critical friends to observe lessons and report at next session • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask tutors to identifying any outstanding issues relating to the lesson/s for clarification 4.2 Ask tutors to identify a critical friend who will observe their first lesson and give them feedback on how they integrated ICT in the lesson.	4.1 Identifying any outstanding issues relating to the lesson/s for clarification. 4.2 Identify a critical friend who will observe your first lesson and give you feedback on how you integrated ICT in the lesson.	**5 mins**

FRENCH

Age Levels/s: JHS

Name of Subject/courses: FRENCH

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 1 for Lesson 1 in the Course Manual

LESSON TOPICS:
- i. History and varieties of the French language
- ii. Understanding the Concept of Curriculum
- iii. Linguistics as a Science

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in session one • Introduction to the purpose of the specialisms: EG, UP and JHS • Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s*.	**Introduction to the semester** 1.1 Start the PD session with an icebreaker in French (a riddle), Example. *Qu'est-ce qui est poilu à l'extérieur et humide à l'intérieur ?* *Réponse : noix de coco)* 1.2 Ask tutors to tell how useful the Year 1, Semester 2 PD sessions were and how these would influence their teaching in the current semester.	**Introduction to the semester** 1.1 Start the PD session with an icebreaker in French (a riddle), Example. *Qu'est-ce qui est poilu à l'extérieur et humide à l'intérieur ?* 1.2 Tell how useful the Year 1, Semester 2 PD sessions were and how these would influence your teaching in the current semester.	20 mins

• Introduction to the course manual/s • Overview of course learning outcomes • Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD. **1(b) Introduction to the session** • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the	1.3 Lead tutors to discuss their remarks about the previous semester's STS activities. Example, i. *Conduct of STS activities* ii. *Attitude of student teachers and mentors to the STS.* 1.4 Ask tutors to read the main purpose of the three courses and use think-pair-share to discuss with a colleague. 1.5 In pairs, ask tutors to identify and discuss the titles of the courses and lessons to be treated in each course manual for the semester. 1.6 In pairs, ask tutors to read and discuss the introductory sections of the course manuals and identify the CLOs and CLIs, indicate how these are related to student teachers' relevant previous knowledge. 1.7 Ask tutors to read the subject project and portfolio assessment components of the Course Manuals and compare with the requirements in NTEAP. NB: **Subject portfolio: Example**. *- A mid-semester*	1.3 Discuss your remarks about the previous semester's STS activities. Example, i. *Conduct of STS activities* ii. *Attitude of student teachers and mentors to the STS.* 1.4 Read the main purpose of the three course manuals and use think-pair-share to discuss with a colleague. 1.5 Identify and discuss the titles of the courses and lessons to be treated in each course manual for the semester. 1.6 Read and discuss the introductory sections of the course manuals and identify the CLOs and CLIs, indicate how these are related to student teachers' relevant previous knowledge. 1.7 Read the subject project and portfolio assessment components of the Course Manuals and compare with the requirements in NTEAP. NB: **Subject portfolio: Example** *- A mid-semester*	

lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	quiz/interim assessment, class assignment, a copy of presentations by student teachers, a copy of work by groups etc.	quiz/interim assessment, class assignment, a copy of presentations by student teachers, a copy of work by groups.	
	Subject project: Example. *Identify a JHS class pupil whose linguistic background poses a challenge to his/her learning of French. Keep a weekly journal on his/her progress. Report on the French teacher's intervention and suggest some strategies to help the pupil to overcome the challenge.*	**Subject project: Example** *Identify a JHS class pupil whose linguistic background poses a challenge to his/her learning of French. Keep a weekly journal on his/her progress. Report on the French teacher's intervention and suggest some strategies to help pupil to overcome the challenge.*	
	1b: Introduction to PDS 1 1.8 Brainstorm with the tutors on the title of lesson 1 of each course. ***Example.*** *Nature of French and Communication in Specific Contexts* *i. History and variety of the French language* *JHS French Curriculum* *ii. Understanding the Concept of Curriculum* *Introduction to Linguistics of French* ***iii. Linguistics as a Science.*** 1.9 Ask tutors to read the description of lesson 1, and identify key themes to be taught. Example: *Nature of French and Communication in Specific Contexts*	**1b: Introduction to PDS 1** 1.8 Brainstorm on the title of lesson 1 of each course. ***Example.*** *Nature of French and Communication in Specific Contexts* *i. History and variety of the French language* *JHS French Curriculum* *ii. Understanding the Concept of Curriculum* *Introduction to Linguistics of French* *iii. Linguistics as a Science* 1.9 Read the description of lesson 1, and identify key themes to be taught. Example: *Nature of French and Communication in*	

	i. History and evolution of the French language	*Specific Contexts* *i. History and evolution of the French language*	
	JHS French Curriculum *ii. Curriculum design, development and implementation*	*JHS French Curriculum* *ii. Curriculum design, development and implementation*	
	Introduction to Linguistics of French *iii. The concept of linguistics*	*Introduction to Linguistics of French* *iii. The concept of linguistics*	
	1.10 Lead tutors to identify and discuss LOs and LIs of the lesson 1.	1.10 Identify and discuss LOs and LIs of the lesson 1.	
	1.11 Ask tutors to identify the distinct (unique) aspects of the first lessons and share their observations with the whole group. Example: *Nature of French and Communication in Specific Contexts* *i. Origine et histoire de la langue française*	1.11 Read and identify the distinct (unique) aspects of the first lessons and share your observations with the whole group. Example: *Nature of French and Communication in Specific Contexts* *i. Origine et histoire de la langue française*	
	JHS French Curriculum *ii. 'Modèles de curriculum'*	*JHS French Curriculum* *ii. 'Modèles de curriculum'*	
	Introduction to Linguistics of French *iii. 'Langue et Linguistique'*	*Introduction to Linguistics of French* *iii. 'Langue et Linguistique'*	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers	2.1 Ask tutors to identify possible barriers to the new learning/lesson Example. *i. Student teachers' linguistic background,* *ii. Inadequate reading materials* *iii. Large class size.*	2.1 Identify possible barriers to the new learning/ lesson Example. *i. Student teachers' linguistic background* *ii. Inadequate reading materials* *iii. Large class size.*	**15 mins**

or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	***Expected Responses*** *i. Initiate more language learning activities* *ii. Use 'document authentique'* *iii. Put student teachers in smaller groups* 2.2 In pairs, ask tutors to discuss new concepts of the lesson. Example: *Nature of French and Communication in Specific Contexts* *- Varieties of French language* *JHS French Curriculum* *- Curriculum and syllabus* *Introduction to Linguistics of French* *- Linguistics as a science* 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (*storytelling / language games*), group work, think-pair-share, in the delivery of the lessons.	2.2 Discuss new concepts of the lesson. Example: *Nature of French and Communication in Specific Contexts* - *Varieties of French language* *JHS French Curriculum* - *Curriculum and syllabus* *Introduction to Linguistics of French* - *Linguistics as a science* 2.3 Identify and discuss pedagogical needs such as: creative approaches (*storytelling / language games*), group work, think-pair-share, in the delivery of the lessons	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.	• In groups, read the teaching and learning activities and identify areas for discussion. • Present the areas identified in the teaching and learning activities for whole group discussion.	**40 mins**

require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
   ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
   ○ guidance on any power point presentations, TLM or other resources which need to be
	Example:
	Nature of French and Communication in Specific Contexts
	  i. Differences between the following:
	    a. Variétés de langue : eg. québécoise, canadienne, française, belge, suisse…etc
	    b. Registre de langue : eg, familier, courant, soutenu
	JHS French Curriculum
	  ii. Distinction between Syllabus and Curriculum
	Introduction to Linguistics of French
	  iii. Differences between "langue" et "parole"
	
	3.3 Ask tutors, in pairs, 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
	NB. *Use an IT tool (PowerPoint, YouTube etc) and take into consideration, equal representation for male/ female or learners with special needs during group presentations.*
	
	3.4 Ask tutors to read the assessment components of the Lesson 1 of the
		Example:
		Nature of French and Communication in Specific Contexts
		  i. Differences between the following:
		    a. Variétés de langue : eg. québécoise, canadienne, française, belge, suisse…etc
		    b. Registre de langue : eg, familier, courant, soutenu.
		JHS French Curriculum
		  ii. Distinction between Syllabus and Curriculum
		Introduction to Linguistics of French
		  iii. Differences between "langue" et "parole"
		
		3.3 In pairs, 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
		
		NB. *Use an IT tool (PowerPoint, YouTube etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations.*
		
		3.4 Read the assessment components of the Lesson 1 of the Course	

developed to support learning
• Tutors should be expected to have a plan for the next lesson for student teachers
	Course Manual and compare with the components prescribed by NTEAP.
	NB. The components are:
	- *Subject project*
	- *Subject portfolio*
	
	3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. NB. *Use Talk for learning with talking point; pdp Theme 3.eg*:
	Nature of French and Communication in Specific Contexts
	  i. Discuss five points on the current status of French and its future prospects in Ghana
	JHS French Curriculum
	  ii. Discuss three factors hindering French curriculum implementation in Ghana
	Introduction to Linguistics of French
	 iii. Discuss three contributions of F. de Saussure (1910) to discourse analysis.
	
	3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.**
	Nature of French and Communication in Specific Contexts
		Manual and compare with the components prescribed by NTEAP.
		
		NB. The components are:
		- *Subject project*
		- *Subject portfolio*
		
		3.5 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.* eg:
		Nature of French and Communication in Specific Contexts
		  i. Discuss five points on the current status of French and its future prospects in Ghana
		JHS French Curriculum
		  ii. Discuss three factors hindering French curriculum implementation in Ghana
		Introduction to Linguistics of French
		 iii. Discuss three contributions of F. de Saussure (1910) to discourse analysis.
		
		3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.**
		Nature of French and Communication in Specific Contexts	

	- Variétés du français- Apprendre le français (lepointdufle.net) *JHS French Curriculum* - Sample JHS French curriculum *Introduction to Linguistics of French* - https://fr.slideshare.net/ aleydarojas/linguistique/ 19/06/19 , **NB**. Remind tutors to prepare a report on the resources used in the lesson 1 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	- Variétés du français - Apprendre le français (lepointdufle.net), *JHS French Curriculum* - Sample JHS French curriculum *Introduction to Linguistics of French* - https://fr.slideshare.ne t/aleydarojas/linguistiq ue/19/06/19 NB. Note to prepare a report on how you used the resources presented by PDC in the lesson 1 and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	**15 mins**

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD sessions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing	

for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%. OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject: FRENCH
Course/s:

A. *Nature of French and Communication in Specific Contexts*
B. *The Junior High School French Curriculum*
C. *Introduction to Linguistics of French*

Tutor PD Session 2 for Lesson 2 in the Course Manual

LESSON TOPICS:

  i. Linguistic challenges associated with the teaching, learning and usage of the French language
 ii. Existing Curricula in French Studies
iii. Sub-fields of Linguistics: definition and scope

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French with a puzzle, eg. *Je donne l'heure et on me donne un nom d'oiseau. Qui suis-je?* **l'hirondelle** 1.2 Through think-pair-share, ask tutors and the Critical Friend to reflect	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French a puzzle, eg. *Je donne l'heure et on me donne un nom d'oiseau. Qui suis-je?* 1.2 Through think-pair-share and with Critical Friend, reflect on	20 mins

outcomes and indicators
• Overview of content and identification of any distinctive aspects of the lesson/s,
NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session
	on Lesson 1 and share what lessons they learnt.
	
	1.3 Ask tutors to read Lessons 2's description in the manual for discussion
	
	1.4 Brainstorm with tutors, possible content/new learning of lesson 2 as indicated in the description of the manual. **eg**.
	Nature of French and Communication in Specific Contexts
	   i. *Difficultés lexicales*
	JHS French Curriculum
	   ii. *Programme de Français*
	Introduction to Linguistics of French
	   iii. *Branches de la linguistique*
	
	1.5 Let tutors, in pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.
	
	1.6 Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. e**g**. *Digital literacy/ ICT, Cultural diversity, Equity and inclusivity in group works.*
		Lesson 1 and share what lessons you learnt.
		
		1.3 Read Lessons 2's description in the manual for discussion.
		
		1.4 Brainstorm on possible content/new learning of lesson 2 as indicated in the description of the manual. **eg**.
		Nature of French and Communication in Specific Contexts
		  i. *Difficultés lexicales*
		JHS French Curriculum
		  ii. *Programme de Français*
		Introduction to Linguistics of French
		  iii. *Branches de la linguistique*
		
		1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.
		
		1.6 Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. e**g**. *Digital literacy/ ICT, Cultural diversity, Equity and inclusivity in group works*	

2. Concept Development (New learning likely to arise in lesson/s):	Concept Development	Concept Development	15 mins

• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
 	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 In groups, let tutors read the topics of the Lesson 2 and discuss possible subtopics under them. eg.
	Nature of French and Communication in Specific Contexts
	  i. *Difficultés grammaticales,*
	JHS French curriculum,
	  ii. *Structure of JHS French curriculum,*
	Introduction to Linguistics of French
	  iii. *la phonétique et la phonologie*
	
	2.2 Let tutors in groups identify possible barriers in teaching the subtopics / concepts. eg.
	i. *Student teachers' limited repertoire of French lexical items*
	ii. *Limited copies of sample French curriculum*
	iii. *Inadequate knowledge in the use of language*
	
	Expected responses
	i. *Take student teachers through more language games to enhance their vocabulary*
	ii. *Provide copies or extract of the curriculum to be exploited for a lesson.*
	iii. *Create more language activities leading to the use of the sound of language.*
		2.1 In groups, read the topics of the Lesson 2 and discuss possible subtopics under them. eg.
		Nature of French and Communication in Specific Contexts
		  i. *Difficultés grammaticales,*
		JHS French curriculum,
		  ii. *Structure of JHS French curriculum,*
		Introduction to Linguistics of French
		  iii. *la phonétique et la phonologie*
		
		2.2 In groups, identify possible barriers in teaching the subtopics / concepts. eg.
		i. *Student teachers' limited repertoire of French lexical items*
		ii. *Limited copies of sample French curriculum*
		iii. *Inadequate knowledge in the use of language*	

	2.3 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. *eg. Storytelling, group work and talking point.*	2.3 Discuss how you can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. *eg. Storytelling, group work and talking point.*	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	**Teaching and learning activities for the lesson** 3.1 Ask tutors in groups to read the teaching and learning activities on the lesson and identify areas that require clarification. 3.2 Ask a tutor in the group to present the areas identified in the manual on the teaching and learning activities for whole group discussion. 3.3 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. *NTS1a, 1b, 2c, 3f, 3g. eg. Use an IT tool (PowerPoint, YouTube video etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations*	**Teaching and learning activities for the lesson** 3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification. 3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion. 3.3 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. *NTS1a, 1b, 2c, 3f, 3g. eg. Use an IT tool (PowerPoint, YouTube video etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations*	**40 mins**

• Resources:
  ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
  ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning
• Tutors should be expected to have a plan for the next lesson for student teachers
	3.4 Ask tutors to read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.
	
	Take note of these components:
	- *Subject project*
	- *Subject portfolio*
	
	3.5 In groups, lead tutors to propose sample questions that can fit into subject project and subject portfolio. eg.
	Nature of French and Communication in Specific Contexts
	i. Avec trois exemples, discutez trois parties du discours
	
	JHS French Curriculum
	ii. Identifiez et discutez trois composants d'un curriculum du français/ Identifiez cinq activités linguistiques dans le curriculum français
	
	Introduction to Linguistics of French
	iii. Soulignez et expliquez deux branches de la linguistique/ Mentionnez les branches de la linguistique
	
	3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics;
		3.4 Read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.
		
		Take note of these components:
		- *Subject project*
		- *Subject portfolio*
		
		3.5 In groups, propose sample questions that can fit into subject project and subject portfolio. eg.
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		JHS French Curriculum
		ii. Identifiez et discutez trois composants d'un curriculum du français/ Identifiez cinq activités linguistiques dans le curriculum français
		
		Introduction to Linguistics of French
		iii. Souligner et expliquez deux branches de la linguistique/ Mentionnez les branches de la linguistique
		
		3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics;	

	eg.
	Nature of French and Communication in Specific Contexts
	
	  i. https://www.linguistiquefrancaise.org/articles/cmlf/pdf/2008/01/cmlf08230.pdf/25/8/2021
	JHS French Curriculum
	  ii. http://nacca.gov.gh
	Introduction to Linguistics of French
	  iii. https://www.thpanorama.com/blog/cultura-general/cules-son-las-ramas-de-la-lingstica.html/25/8/2021
	
	3.7 Ask tutors to prepare a report on the resources used in the lesson 2 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.
		eg.
		Nature of French and Communication in Specific Contexts
		
		  i. https://www.linguistiquefrancaise.org/articles/cmlf/pdf/2008/01/cmlf08230.pdf/25/8/2021
		JHS French Curriculum
		  ii. http://nacca.gov.gh
		Introduction to Linguistics of French
		  iii. https://www.thpanorama.com/blog/cultura-general/cules-son-las-ramas-de-la-lingstica.html/25/8/2021
		
		3.7 Prepare a report on the resources used in the lesson 2 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	

4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	**Evaluation and review of session** 4.1 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 4.2 Ask tutors to individually write down unresolved issues	**Evaluation and review of session** 4.1 Identify a Critical Friend from the same or related area, to observe you lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Individually write down unresolved issues observed about	**15 mins**

	observed about the lesson 2 delivered and share it with the whole group for clarification.	the lesson 2 delivered and share it with the whole group for clarification.	
	4.3 Ask tutors to read on the lessons in the manuals for the next session.	4.3 Read on the lessons in the manuals for the next session.	

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, i**ntegrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing	

for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%. OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject/s: FRENCH
1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 3 for Lesson 3 in the Course Manual

LESSON TOPICS:
i. Practice of French in specific contexts (FOS): Principles of Advanced Communication in French
ii. Review of Existing Curricula
iii. Sub-fields of Linguistics: definition and scope

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and	1.1 Start the PD session with an icebreaker in French (*What do you know*? Fastest answer within 5 seconds.) eg. *Je suis un pays en Afrique de l'Ouest. Mon nom commence par "s".* *Réponse : le Sierra Leone, le Sénégal,* 1.2 Ask the Critical Friend for Lesson 2 and tutors to reflect individually on the previous week's	1.1 Start the PD session with an icebreaker in French (*What do you know*? Fastest answer within 5 seconds. eg. Je suis un pays en Afrique de l'Ouest. Mon nom commence par "s". 1.2 Together with the Critical Friend for Lesson 2, reflect individually on the	**20 mins**

indicators
• Overview of content and identification of any distinctive aspects of the lesson/s,
NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session
	session and share their experiences.
	
	1.3 Ask tutors to read the introductory sections of the Lesson 3 in the course manual and note down for discussion, key elements such as the lesson descriptions, LOs and LIs
	
	1.4 Ask tutors to identify the sub-titles of Lesson 3 of the course.
	Example:
	Nature of French and Communication in Specific Contexts
	  i. *Français des affaires*
	
	JHS French Curriculum
	  ii. *Structure of the JHS programme*
	
	Introduction to Linguistics of French
	 iii. *Linguistique grammaticale et linguistique non grammaticale*
	
	1.5 Ask tutors to read the description of Lesson 3, and identify key themes to be taught. eg:
	Nature of French and Communication in Specific Contexts
	  i. *Discovery of a repertoire of appropriate vocabulary and expressions*
		previous week's session and share your experiences.
		
		1.3 Read the introductory session of the Lesson 3 of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs
		
		1.4 Identify the sub-titles of Lesson 3 of the course
		Example:
		Nature of French and Communication in Specific Contexts
		  i. *Français des affaires*
		
		JHS French Curriculum
		  ii. *Structure of the JHS programme*
		
		Introduction to Linguistics of French
		 iii. *Linguistique grammaticale et linguistique non grammaticale*
		
		1.5 Read and identify key themes to be taught in Lesson 3 of each course.	

	JHS French Curriculum *ii. Identification of key features as aligned to the principles of curriculum design and implementation* ***Introduction to Linguistics of French*** *iii. Differentiating between grammatical and non-grammatical linguistics and discuss their relevance and implications in teaching and learning.* 1.6 In groups, lead tutors to discuss and demonstrate how the Lesson 3 of the course, would be taught.	1.6 In groups, discuss and demonstrate how the Lesson 3 of the course would be taught.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Ask tutors to identify possible barriers to the new learning/lesson 3 and possible solutions to overcome these challenges. Example. *i. Inadequate exposure to French usage in different contexts, eg in offices, in hotels, in market situations etc.* *ii. Inadequate knowledge on the continuity and progression to the next level of education in French studies.* *iii. Absence or inadequate extracts on grammatical and non -grammatical linguistics.* ***Expected Responses*** *i. Documents, both images and videos on*	2.1 Identify possible barriers to the new learning/lesson 3 and suggest possible solutions to overcome these challenges. Example: *i. Inadequate exposure to French usage in different contexts, eg in offices, in hotels, in market situations etc.* *ii. Inadequate knowledge on the continuity and progression to the next level of education in French studies.* *iii. Absence or inadequate extracts on grammatical and non -grammatical linguistics.*	**15 mins**

	specific context should be made available to student-teachers ii. *Initiate more language learning activities* iii. *Reference books such as monolingual and bilingual dictionaries should be available to student teachers.* iv. *E-books on Linguistics should be made available to student teachers.* 2.2 In pairs, ask tutors to discuss new concepts of the lesson. Example: **Nature of French and Communication in Specific Contexts** *- French for Business* **JHS French Curriculum** *- Structure of the JHS programme* **Introduction to Linguistics of French** *- The discussion of aspects of grammatical and non-grammatical linguistics* 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.	2.2 In pairs, discuss new concepts of the lesson. Example: **Nature of French and Communication in Specific Contexts** *- French for Business* **JHS French Curriculum** *- Structure of the JHS programme* **Introduction to Linguistics of French** *- The discussion of aspects of grammatical and non-grammatical linguistics* 2.3 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and	3.1 Ask tutors to individually read the teaching and learning activities for Lesson 3 and identify areas for discussion.	3.1 Read the teaching and learning activities for Lesson 3 and identify areas for discussion.	**40 mins**

learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
   o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given
	3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.
	Eg:
	  i. *Vocabulary on : Le secrétariat/ La banque/ L'entreprise*
	  ii. *French language policy in Ghana and available programmes for French studies.*
	  iii. *The sub-fields of Linguistics and discuss their relevance and implications in teaching and learning.*
	
	3.3 Ask tutors, in groups of two, 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
	Eg. Use an IT tool (PowerPoint, YouTube, etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations.
	
	3.4 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.*
		3.2 Present the areas identified in the teaching and learning activities for whole group discussion.
		Eg:
		  i. *Vocabulary on : ex : Le secrétariat*
		  ii. *French language policy in Ghana and available programmes for French studies.*
		  iii. *The sub-fields of Linguistics and discuss their relevance and implications in teaching and learning.*
		
		3.3 In groups of two, 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
		Eg. Use an IT tool *(PowerPoint, YouTube etc)* and take into consideration, equal representation for male/female or learners with special needs during group presentations.
		
		3.4 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.*	

to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	Eg: ***Nature of French and Communication in Specific Contexts*** i. Use Group presentation to discuss main ideas about development of French language, status of French and its future prospects. ***JHS French Curriculum*** ii. Observe the components of the JHS syllabus that are treated and types of assessment done in the classroom. ***Introduction to Linguistics of French*** iii. In groups, discuss the sub-fields of Linguistics: definition and scope for whole class presentation. 3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.** ***Nature of French and Communication in Specific Contexts*** i. YouTube videos on origin, evolution and varieties of French ***JHS French Curriculum*** ii. Sample copies of JHS French Curriculum. http://nacca.gov.gh	Eg: ***Nature of French and Communication in Specific Contexts*** i. Use Group presentation to discuss main ideas about development of French language, status of French and its future prospects. ***JHS French Curriculum*** ii. Observe the components of the JHS syllabus that are treated and types of assessment done in the classroom. ***Introduction to Linguistics of French*** iii. In groups, discuss the sub-fields of Linguistics: definition and scope for whole class presentation. 3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.** ***Nature of French and Communication in Specific Contexts*** i. YouTube videos on origin, evolution and varieties of French ***JHS French Curriculum*** ii. Sample copies of JHS French Curriculum. http://nacca.gov.gh	

	Introduction to Linguistics of French iii. Grevisse, M. (2011). *Le Bon Usage*, grammaire française, Paris: Duculot. iv. Chiss, J.-L. & Filiolet, J. (2001). *Introduction à la linguistique française, tome 1, notions fondamentales, phonétique, lexique*. Paris: Hachette. **NB**. Remind tutors to prepare a report on the resources used in the lesson 3 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	*Introduction to Linguistics of French* iii. Grevisse, M. (2011). *Le Bon Usage*, grammaire française, Paris: Duculot. iv. Chiss, J.-L. & Filiolet, J. (2001). *Introduction à la linguistique française, tome 1, notions fondamentales, phonétique, lexique*. Paris: Hachette. **NB**. Note down to prepare a report on how you used the resources presented by PDC in the lesson 3 and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Individually write down issues observed about a lesson you delivered and share with the whole group for discussion.	**15 mins**

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating **and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	

Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%. OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject/s: FRENCH
A: Nature of French and Communication in Specific Contexts
B: The Junior High School Curriculum
C: Introduction to Linguistics of French

Tutor PD Session 4 for Lesson 4 in the Course Manual

LESSON TOPICS:
  i.   Practice of French in Specific Contexts (FOS): Principles of Advanced Communication in French
  ii. Review of Existing Curricula
  iii. Sub-fields of Linguistics

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. *What PD Session participants (Tutors) will do during each stage of the session.*	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content	Introduction to the session 1.1 Start the PD session with an icebreaker in French (a song/poem/ riddle), eg. Un jour de grand soleil J'ai quitté mon pays Tout seul sur un bateau Laissant mon père et ma mère Je débarque à Paris Paris plein de problème. 1.2 Ask the Critical Friend to share his/her	Introduction to the session 1.1 Start the PD session with an icebreaker in French (a riddle), eg. Un jour de grand soleil J'ai quitté mon pays Tout seul sur un bateau Laissant mon père et ma mère Je débarque à Paris Paris plein de problème 1.2 Listen and discuss with Critical friend his/her	20 mins

and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	observation on previous week's PD session with tutors for discussion. 1.3 Ask tutors to read the introductory session of lesson **4** of the course manual and note down for discussion key elements such as the lesson description, LOs and LIs. 1.4 In pairs, ask tutors to identify the sub titles and any key concepts of the lesson that will require clarification for redress. 1.5 Lead tutors to discuss the sub titles and key concepts of the lesson which have been identified. 1.6 In pairs, ask tutors to plan and demonstrate how they will teach lesson 4 of the course manual	observations on previous week's PD session. 1.3 Read the introductory session of lesson **4** of the course manual and note down for discussion key elements such as the lesson description, LOs and LIs. 1.4 Identify the sub titles and any key concepts of the lesson that will require clarification for redress. 1.5 Discuss the sub titles and key concepts of the lesson which have been identified. 1.6 In pairs, plan and demonstrate how you will teach lesson 4 of the course manual	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with	2.1 Ask tutors to identify possible barriers to the new learning/lesson. These may include the following: **Nature of French and Communication in Specific Contexts** i. Student-teachers inadequate exposure to French usage in different contexts, eg in offices, in hotels, in market situations etc.	2.1 Identify possible barriers to the new learning/ lesson. These may include the following: **Nature of French and Communication in Specific Contexts** i. Student-teachers inadequate exposure to French usage in different contexts, eg in offices, in hotels, in market situations etc.	**15 mins**

the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	**The Junior High School Curriculum** ii. Student teacher's inadequate experience on educational issues in Ghana. **Introduction to Linguistics of French** iii. Ignorance of Internet resources for learning **Expected Answers** - Use more online resources such as YouTube videos/audios, PowerPoints - Use STS to give more exposure to educational practice. - Give orientation and create opportunities for practice 2.2 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling, language games), group work, think-pair-share, in the delivery of the lessons. 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling / language games), group work, think-pair-share, in the delivery of the lessons.	**The Junior High School Curriculum** ii. Student teacher's inadequate experience on educational issues in Ghana. **Introduction to Linguistics of French** iii. Ignorance of Internet resources for learning 2.2 Identify and discuss pedagogical needs such as: creative approaches (storytelling, language games), group work, think-pair-share, in the delivery of the lessons 2.3 Identify and discuss pedagogical needs such as: creative approaches (storytelling / language games), group work, think-pair-share, in the delivery of the lessons.	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion.	3.1 In groups, read the teaching and learning activities and identify areas for discussion.	**40 mins**

• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
   o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, youTube, physical resources,
	3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.
	Eg:
	i. Nature of French and Communication in Specific Contexts
	Common expressions and their usage:
	• Bienvenue/ soyez le/la bienvenu(e)/ Je vous en prie/Je t'en prie/c'est gratuit/ enchanté(e) (e)/excusez-moi/pardonnez-moi/pardon/ je vous remercie/merci beaucoup…etc.
	
	ii. The Junior High School Curriculum
	  • Components of the JHS programme
	
	iii. Introduction to Linguistics of French
	  • Concepts of "langue" "langage" et "parole"
	
	3.3 Ask tutors, in pairs, 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 Common Core Programme into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g
	Eg.
	• Use an IT tool
		3.2 Present the areas identified in the teaching and learning activities for whole group discussion.
		Eg:
		i. Nature of French and Communication in Specific Contexts
		Common expressions and their usage:
		• Bienvenue/ soyez le/la bienvenu(e)/ Je vous en prie/Je t'en prie/c'est gratuit/ enchanté(e) (e)/excusez-moi/pardonnez-moi/pardon/ je vous remercie/merci beaucoup…etc.
		
		ii. The Junior High School Curriculum
		  • Components of the JHS programme
		
		iii. Introduction to Linguistics of French
		  • Concepts of "langue" "langage" et "parole"
		
		3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Common Core Programme into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g
		Eg.
		• Use an IT tool	

power point; how they should be used. Consideration needs to be given to local availability o guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	(laptop/mobile phone, YouTube etc) • Give equal leadership roles to both males and females • Address issues of SEN by using braille or enlarged texts during group presentations. 3.4 Ask tutors to read the assessment components of the Course Manual and to remind student teachers about submission of their subject projects and subject portfolios. 3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment NB: Use Talk for learning with talking point; pdp Theme 3. Nature of French and Communication in Specific Contexts • Au restaurant The Junior High School Curriculum • Mode d'évaluation dans le nouveau programme BEd Introduction to Linguistics of French	(laptop/mobile phone, YouTube etc) • Give equal leadership roles to both males and females or learners with special needs during group presentations. • Address issues of SEN by using braille or enlarged texts during group presentations. 3.4 Read the assessment components of the Course Manual and to remind student teachers about submission of their subject projects and subject portfolios. 3.5 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Nature of French and Communication in Specific Contexts • Au restaurant The Junior High School Curriculum • Mode d'évaluation dans le nouveau programme BEd Introduction to Linguistics of French	

	• La notion de la linguistique 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. Nature of French and Communication in Specific Contexts (see footnote 1) Commun Core Programme The Junior High School French curriculum PDF CCP_French.pdf Introduction to Linguistics of French La linguistique.pptx NB. Remind tutors to prepare a report on the resources used in the lesson 1 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	• La notion de linguistique 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. Nature of French and Communication in Specific Contexts (see footnote 1) Commun Core Programme The Junior High School French curriculum PDF CCP_French.pdf Introduction to Linguistics of French La linguistique.pptx NB. Note down to prepare a report on how you used the resources presented by PDC in the lesson 1 and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the	**15 mins**

at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	

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

1. **https://www.youtube.com/watch?v=DRmqLuTem1c**
2. **https://slideplayer.fr/slide/13047558/**

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	

Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology:** what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section:** Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment:** case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome

WEIGHT	**Overall weighting of project = 30%**
	Weighting of individual parts of project out of 100
	    • **Introduction – 10**
	    • **Methodology – 20**
	    • **Substantive section – 40**
	    • **Conclusion – 30**
		Overall weighting of project = 30%
		Weighting of individual parts of portfolio out of 100
		i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).
		i(b) Presentation and organisation of portfolio 10%. OR
		ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).
		ii(b)Mid semester assessment 30%
		ii(c)Presentation and organisation of portfolio 10%

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

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

Age Levels/s: JHS

Name of Subject: FRENCH

Courses:

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 5 for Lesson 5 in the Course Manual

LESSON TOPICS:

    i.   Structure and usage of the French language I
   ii.   Critique of the JHS Curriculum I
  iii.   Basic concepts in Linguistics I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French with a puzzle, eg. *. J'ai deux bras en haut, deux jambes en bas, mais ni mains ni pieds. Tu me portes la nuit. Qui suis-je? Un pyjama*	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French a puzzle, eg. *. J'ai deux bras en haut, deux jambes en bas, mais ni mains ni pieds. Tu me portes la nuit. Qui suis-je?*	20 mins

including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.2 Through think-pair-share, ask tutors and the Critical Friend to reflect on Lesson 4 and share what lessons they learnt. 1.3 Ask tutors to read Lesson 5's descriptions in the manual for discussion 1.4 Brainstorm with tutors, possible content/new learning of lesson 5 as indicated in the description of the manual. eg. *Nature of French and Communication in Specific Contexts* *Les parties du discours* *JHS French Curriculum* *Contenu linguistique programme de Français* *Introduction to Linguistics of French* *Trois concepts de linguistiques selon F. De Saussure* 1.5 Let tutors, in pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge. 1.6 Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. eg. *Digital literacy/ ICT, Cultural*	1.2 Through think-pair-share, reflect on Lesson 4 and share what lessons you learnt. 1.3 Read Lessons 5's description in the manual for discussion 1.4 Brainstorm on possible content/new learning of lesson 5 as indicated in the description of the manual. eg. *Nature of French and Communication in Specific Contexts* *Les parties du discours* *JHS French Curriculum* *Contenu linguistique programme de Français* *Introduction to Linguistics of French* *Trois concepts de linguistiques selon F. De Saussure* 1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge. 1.6 Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. eg. *Digital literacy/ ICT, Cultural*	

	diversity, Equality and inclusion in group works.	*diversity, Equality and inclusion in group works.*	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	**Concept Development** 2.1 In groups, let tutors read the topics of the Lesson 5 and discuss concepts/ subtopics under them. eg. *Nature of French and Communication in Specific Contexts* *i. La Phrase complexe* *JHS French Curriculum* *ii. Les éléments Socio-culturel du programme de JHS,* *Introduction to Linguistics of French* *iii. Trois concepts de linguistiques selon F. De Saussure* 2.2 Let tutors in groups identify possible barriers in teaching the subtopics / concepts. eg. *i. Inadequate knowledge of parts of speech of French* *ii. Limited copies of sample French curriculum* *iii. Inadequate teaching/ learning resources on linguistics* ***Expected responses*** *iv. Revise parts of speech with the student teachers* *v. Provide copies or extract of the curriculum to be exploited for a lesson.*	**Concept Development** 2.1 In groups, read the topics of the Lesson 5 and discuss concepts/ subtopics under them. eg. *Nature of French and Communication in Specific Contexts* *i. La Phrase complexe* *JHS French Curriculum* *ii. Les éléments Socio-culturel du programme de JHS* *Introduction to Linguistics of French* *iii. Trois concepts de linguistiques selon F. De Saussure* 2.1. In groups, identify possible barriers in teaching the subtopics / concepts. eg. *i. Inadequate knowledge of parts of speech of French* *ii. Limited copies of sample French curriculum* *iii. Inadequate teaching/ learning resources on linguistics*	**15 mins**

	vi. *Prepare lecture notes or links on linguistics for student teachers to access.* 2.3 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. ***eg. Storytelling, group work and talking point.***	2.3 Discuss how you can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. ***eg. Storytelling, group work and talking point***	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two	**Teaching and learning activities for the lesson** 3.1 Ask tutors in groups to read the teaching and learning activities on the lesson and identify areas that require clarification. 3.2 Ask a tutor in the group to present the areas identified in the manuals on the teaching and learning activities for whole group discussion. 3.3 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. ***NTS1a, 1b, 2c, 3f, 3g.*** *eg. Use an IT tool (PowerPoint, YouTube*	**Teaching and learning activities for the lesson** 3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification. 3.2 In group, present the areas identified in the manuals on the teaching and learning activities for whole group discussion. 3.3 Discuss in groups and share with the whole group how to integrate the core **transferable** skills and **GESI** in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. ***NTS1a, 1b, 2c, 3f, 3g.*** *eg. Use an IT tool (PowerPoint, YouTube video etc) and take*	**40 mins**

opportunities to use continuous assessment to support student teacher learning
• Resources:
  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
  o guidance on any power point presentations, TLM or other resources which need to be developed to support learning
• Tutors should be expected to have a plan for the next lesson for student teachers
	video etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations
	
	3.4 Ask tutors to read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.
	
	Take note of these components:
	- *Subject project*
	- *Subject portfolio*
	
	3.5 In groups, lead tutors to propose sample questions that can fit into subject project and subject portfolio. eg.
	Nature of French and Communication in Specific Contexts
	i. Identifiez et donnez, avec exemples, cinq parties du discours
	
	JHS French Curriculum
	ii. Étudiez et Identifiez cinq éléments linguistiques dans le curriculum français de JHS
	
	Introduction to Linguistics of French
	iii. Discutez trois implications de la linguistique
		into consideration, equal representation for male/female or learners with special needs during group presentations
		
		3.4 Read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.
		
		Take note of these components:
		- *Subject project*
		- *Subject portfolio*
		
		3.5 In groups, propose sample questions that can fit into subject project and subject portfolio. eg.
		Nature of French and Communication in Specific Contexts
		i. Identifiez et donnez, avec exemples, cinq parties du discours
		
		JHS French Curriculum
		ii. Étudiez et Identifiez cinq éléments linguistiques dans le curriculum français de JHS
		
		Introduction to Linguistics of French
		iii. Discutez trois implications de la linguistique	

	3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 5: **eg.** *Nature of French and Communication in Specific Contexts* i. http://grammaire.reverso.net/1_1_01_Les_parties_du_discours-Generalites.shtml26/8/2021 *JHS French Curriculum* ii. http://nacca.gov.gh *Introduction to Linguistics of French* iii. https://fac.umc.edu.dz/fll/images/cours/Initiation%20à%20la%20Linguistique%20S%20HEDDID.pdf/26/8/2021 NB. Remind tutors to prepare a report on the resources used in the lesson 5 and any other ones they may introduced in the delivery of this lesson for discussion during next PD session.	3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 5: **eg.** *Nature of French and Communication in Specific Contexts* i. http://grammaire.reverso.net/1_1_01_Les_parties_du_discours-Generalites.shtml26/8/2021 *JHS French Curriculum* ii. http://nacca.gov.gh *Introduction to Linguistics of French* iii. https://fac.umc.edu.dz/fll/images/cours/Initiation%20à%20la%20Linguistique%20S%20HEDDID.pdf/26/8/2021 NB. Note down to prepare a report on the resources used in the lesson 5 and any other ones you might have introduced in the delivery of this lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues	**Evaluation and review of session** 4.1 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	**Evaluation and review of session** 4.1 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	**15 mins**

relating to the lesson/s for clarification	or her observation during the next PDS. **NTS 1a**	observation during the next PDS. **NTS 1a**	
	4.2 Ask tutors to individually write down unresolved issues observed about the lesson 5 delivered and share it with the whole group for clarification.	4.2 Individual write down unresolved issues observed about the lesson 5 delivered and share it with the whole group for clarification.	
	4.3 Ask tutors to read on the lesson in the manuals for the next session.	4.3 Read on the lesson in the manuals for the next session.	

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

Name of Subject: FRENCH Course:

A. *Nature of French and Communication in Specific Contexts*
B. *The Junior High School French Curriculum*
C. *Introduction to Linguistics of French*

Tutor PD Session 6 for Lesson 6 in the Course Manual

LESSON TOPICS:

i. Structure and usage of the French language II
ii. Critique of the JHS Curriculum II
iii. Basic concepts in Linguistics II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French with a song, eg. . *Au clair de la lune* 1.2 Through think-pair-share, ask tutors and the Critical Friend to reflect on Lesson 5 and share what lessons they learnt.	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French with a song, eg. *Au clair de la lune* 1.2 Through think-pair-share, reflect on Lesson 5 and share what lessons you learnt.	20 mins

lesson up to and including learning outcomes and indicators
• Overview of content and identification of any distinctive aspects of the lesson/s,
NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session
	1.3 Ask tutors to read Lessons 6's descriptions in the manuals for discussion.
	
	1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the description of the manual. **eg**.
	Nature of French and Communication in Specific Contexts
	- *Complex sentences*
	The Junior High School French Curriculum
	- *TLMs for teaching French Introduction to Linguistics of French*
	  - *Théories de linguistiques*
	
	1.5 In pairs, ask tutors to discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.
	
	1.6 Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. eg. *Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.*
		1.3 Read Lessons 6's descriptions in the manuals for discussion.
		
		1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the description of the manual. eg.
		Nature of French and Communication in Specific Contexts
		- *Complex sentences*
		The Junior High School French Curriculum
		- *TLMs for teaching French Introduction to Linguistics of French*
		  - *Théories de linguistiques*
		
		1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.
		
		1.6 Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. eg. *Digital literacy/ ICT, Cultural diversity, Equity and inclusivity in group works*	

2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new	**Concept Development** 2.1 In groups, ask tutors read the topics of the Lesson 5 and discuss possible subtopics under them. eg.	**Concept Development** 2.1 In groups, Read the topics of the Lesson 5 and discuss possible subtopics under them. eg.	**15 mins**

learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
 	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	Nature of French and Communication in Specific Contexts
	   i. La Phrase complexe
	
	The JHS French Curriculum
	ii. Les éléments Socio-culturels du programme de JHS,
	
	Introduction to Linguistics of French
	iii. Trois concepts de la linguistique selon F. De Saussure
	
	2.2 Ask tutors in groups identify possible barriers in teaching the subtopics / concepts. eg.
	  i. Inadequate knowledge in the use of some verbs.
	  ii. Limited copies of sample French curriculum
	  iii. Inadequate reading materials linguistics as a science
	
	2.3 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. ***eg**. Storytelling, group work and talking point.*
		Nature of French and Communication in Specific Contexts
		   i. La Phrase complexe
		
		The JHS French Curriculum
		ii. Les éléments Socio-culturels du programme de JHS,
		
		Introduction to Linguistics of French
		iii. Trois concepts de la linguistique selon F. De Saussure
		
		2.2 In groups, identify possible barriers in teaching the subtopics / concepts. eg.
		  i. Inadequate knowledge in the use of some verbs.
		  ii. Limited copies of sample French curriculum
		  iii. Inadequate reading materials linguistics as a science
		
		2.3 Discuss how you can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. ***eg**. Storytelling, group work and talking point.*	

3. Planning for teaching, learning and assessment activities for the lesson/s	**Teaching and learning activities for the lesson** 3.1 Ask tutors in groups to read the teaching and	**Teaching and learning activities for the lesson** 3.1 In groups, read the teaching and learning	**40 mins**

• Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used.	learning activities on the lesson and identify areas that require clarification. 3.2 Ask a tutor in the group to present the areas identified in the manual on the teaching and learning activities for whole group discussion. 3.3 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. ***NTS1a, 1b, 2c, 3f, 3g. eg. Use an IT tool (PowerPoint, YouTube video etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations*** 3.4 Ask Tutors to read the assessment components of the Lesson 6 of the Course Manual and compare with the components prescribed by NTEAP. ***Take note of these components:*** - *Subject project* - *Subject portfolio* 3.5 In groups, lead tutors to propose sample	activities on the lesson and identify areas that require clarification. 3.2 In group, present the areas identified in the manual on the teaching and learning activities for whole group discussion. 3.3 Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. ***NTS1a, 1b, 2c, 3f, 3g. eg. Use an IT tool (PowerPoint, YouTube video etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations*** 3.4 Read the assessment components of the Lesson 6 of the Course Manual and compare with the components prescribed by NTEAP. ***Take note of these components:*** - *Subject project* - *Subject portfolio* 3.5 In groups, propose sample questions that	

Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	questions that can fit into subject project and subject portfolio. Eg. *Nature of French and Communication in Specific Contexts* *i. A l'aide des exemples, donnez cinq parties du discours* *The JHS French Curriculum* *ii. Étudiez et Identifiez cinq éléments linguistiques dans le curriculum français de JHS* *Introduction to Linguistics of French* *iii. Discutez trois implications de la linguistique* 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 6: **eg.** *Nature of French and Communication in Specific Contexts* http://grammaire.reverso.net/1_1_01_Les_parties_du_discours-Generalites.shtml26/8/2021 *The JHS French Curriculum* http://nacca.gov.gh *Introduction to Linguistics of French* https://fac.umc.edu.dz/fll/images/cours/Initiation%20à%20la%20Linguistique%20S%20HEDDID.pdf/26/8/2021	can fit into subject project and subject portfolio. Eg. *Nature of French and Communication in Specific Contexts* *i. A l'aide des exemples, donnez cinq parties du discours* *The JHS French Curriculum* *ii. Étudiez et Identifiez cinq éléments linguistiques dans le curriculum français de JHS* *Introduction to Linguistics of French* *iii. Discutez trois implications de la linguistique* 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 6: **eg.** *Nature of French and Communication in Specific Contexts* http://grammaire.reverso.net/1_1_01_Les_parties_du_discours-Generalites.shtml26/8/2021 *The JHS French Curriculum* http://nacca.gov.gh *Introduction to Linguistics of French* https://fac.umc.edu.dz/fll/images/cours/Initiation%20à%20la%20Linguistique%20S%20HEDDID.pdf/26/8/2021	

	NB. Remind tutors to prepare a report on the resources used in the lesson 6 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	NB. Note down to prepare a report on the resources used in the lesson 6 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	**Evaluation and review of session** 4.1 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** 4.2 Ask tutors to individually write down unresolved issues observed about the lesson 6 delivered and share it with the whole group for clarification. 4.3 Ask tutors to read on the lessons in the manuals for the next session.	**Evaluation and review of session** 4.1 Identify a Critical Friend from the same or related area, to observe you lesson during the enactment. Share observation during the next PDS. **NTS 1a** 4.2 Individually write down unresolved issues observed about the lesson 6 delivered and share it with the whole group for clarification. 4.3 Read on the lessons in the manuals for the next session.	**15 mins**

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the	

age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
	Overall weighting of project = 30% **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%. OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject/s: FRENCH

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 7 for Lesson 7 in the Course Manual

LESSON TOPICS:

i.   Structure and usage of the French language III
ii.   Textbook Development and Production I
iii.   Languages in Contact

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and	1.1 Start the PD session with an icebreaker in French (a song/ poem/a short game) 1.2 Ask the Critical Friend for Lesson 6 and tutors to reflect individually on the previous week's session and share their experiences.	1.1 Start the PD session with an icebreaker in French (a song/ poem/a short game) 1.2 Together with the Critical Friend for Lesson 6, reflect individually on the previous week's session and share your experiences.	**20 mins**

including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.3 Ask tutors to read the introductory sections of the Lesson 7 in the course manual and note down for discussion, key elements such as the lesson description, LOs and LIs 1.4 Ask tutors to identify the sub-titles of Lesson 7 of each course. ***E.g., Nature of French and Communication in Specific Contexts*** *i. Phrase complexe : Propositions subordonnées circonstancielles* ***JHS French Curriculum*** *Ii. Principes structuraux et communicatifs du développement d'un manuel* ***Introduction to Linguistics of French*** *iii. Languages in contact* 1.5 Ask tutors to read the description of Lesson 7, and identify key themes to be taught. E.g.: ***Nature of French and Communication in Specific Contexts*** *i. The nature and the use of tenses, moods and related topics in French grammar.* ***JHS French Curriculum*** *ii. Basic guiding principles of textbook production* ***Introduction to Linguistics of French*** *iii. identify key features of recommended*	1.3 Read the introductory session of the Lesson 7 of the course manual and note down for discussion key elements such as the lesson description, LOs and Lis 1.4 Identify the sub-titles of Lesson 7 of each course ***E.g., Nature of French and Communication in Specific Contexts*** *i. Phrase complexe : Propositions subordonnées circonstancielles* ***JHS French Curriculum*** *ii. Principes structuraux et communicatifs du développement d'un manuel* ***Introduction to Linguistics of French*** *iii. Languages in contact* 1.5 Read and identify key themes to be taught in Lesson 7 of each course.	

	textbooks for Ghanaian schools.		
	1.6 In groups, lead tutors to discuss and demonstrate how the Lesson 7 of each course, would be taught.	1.6 In groups, discuss and demonstrate how the Lesson 7 of each course, would be taught.	

2. Concept Development (New learning likely to arise in lesson/s):
• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 Ask tutors to identify possible barriers to the new learning/lesson 7 and possible solutions to overcome these challenges.
	Eg.
	  i. *Perception that French language is very difficult to learn and to teach.*
	  ii. *Absence of textbooks in the Colleges*
	  iii. *Inadequate library materials on Sociolinguistics and languages spoken in Ghana.*
	
	Expected solutions
	iv. Student-teachers should be reminded of how easy it is to learn French.
	v. More texts books and eBooks should be made available to students.
	vi. Extract from sociolinguistics books should be given to students
	
	2.2 In pairs, ask tutors to discuss new concepts of the lesson. E.g.,
	Nature of French and Communication in Specific Contexts
	  i. Identification and
		2.1 Identify possible barriers to the new learning/lesson 7 and suggest possible solutions to overcome these challenges.
		Eg:
		  i. *Perception that French language is very difficult to learn and to teach.*
		  ii. *Absence of textbooks in the Colleges*
		  iii. *Inadequate library materials on Sociolinguistics and languages spoken in Ghana.*
		
		2.2 In pairs, discuss new concepts of the lesson. E.g.,
		Nature of French and Communication in Specific Contexts
		  i. Identification and
			15 mins

	analysis of various structures of a complex sentence in French. **JHS French Curriculum** *ii. identify key features of recommended textbooks for Ghanaian schools.* **Introduction to Linguistics of French** *iii. Three fundamental concepts related to languages in contact namely communauté, variété linguistique and dialecte* 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.	*analysis of various structures of a complex sentence in French.* **JHS French Curriculum** *ii. identify key features of recommended textbooks for Ghanaian schools.* **Introduction to Linguistics of French** *iii. Three fundamental concepts related to languages in contact namely communauté, variété linguistique and dialecte* 2.3 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for	3.1 Ask tutors to individually read the teaching and learning activities for Lesson 7 and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. E.g., *i. Phrase complexe : Propositions subordonnées circonstancielles* *ii. Principes structuraux et communicatifs du développement d'un*	3.1 Read the teaching and learning activities for Lesson 7 and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. E.g., *i. Phrase complexe : Propositions subordonnées circonstancielles* *ii. Principes structuraux et communicatifs du développement d'un*	**40 mins**

integrating: GESI responsiveness and ICT and 21st C skills
 	
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
 	
• Resources:
  o Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
  o Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
 	
• Tutors should be expected to have a plan for the next lesson for student teachers
	manuel
	iii. Notions fondamentales: la communauté.
	
	3.3 Ask tutors, in groups of two, 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
	
	Eg. Use an IT tool (PowerPoint, YouTube, etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations.
	
	3.4 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.*
	
	Eg:
	i. Discuss at least 3 points on the concept of *proposition surbordonnée*
	ii. Observe and report on at least 4 features of textbooks being used in schools during STS
	iii. Observe during the STS, language variations that exist in the school environment. Write a
		manuel
		iii. Notions fondamentales: la communauté.
		
		3.3 In groups of two, 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
		
		Eg. Use an IT tool *(PowerPoint, YouTube etc)* and take into consideration, equal representation for male/female or learners with special needs during group presentations.
		
		3.4 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.*
		
		Eg:
		i. Discuss at least 3 points on the concept of *proposition surbordonnée*
		ii. Observe and report on at least 4 features of textbooks being used in schools during STS
		iii. Observe during the STS, language variations that exist in the school	

		report for class discussion.	environment. Write a report for class discussion.	
		3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.** *Nature of French and Communication in Specific Contexts* i. Extracts from magazines to bring out and discuss factors that influenced the development of the French language across the centuries, discuss varieties of French *JHS French Curriculum* ii. Posner, G. (1992). *Analysing the curriculum*. New York: Mcgraw Hill. *Introduction to Linguistics of French* iii. Grevisse, M. (2011). *Le Bon Usage, grammaire française*, Paris : Duculot. NB: Remind tutors to prepare a report on the resources used in the Lesson 7 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.** *Nature of French and Communication in Specific Contexts* i. Extracts from magazines to bring out and discuss factors that influenced the development of the French language across the centuries, discuss varieties of French *JHS French Curriculum* ii. Posner, G. (1992). *Analysing the curriculum.* New York: Mcgraw Hill. *Introduction to Linguistics of French* iii. Grevisse, M. (2011). *Le Bon Usage, grammaire française*, Paris : Duculot. NB: Remember to prepare a report on how you used the resources presented by PDC in the Lesson 7 and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session.	

4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Individually, write down issues observed about the lesson delivered and share it with the whole group for discussion.	**15 mins**

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

Appendix 1

The PD session check list: supporting B.Ed. implementation.

In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are	

training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT and 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject/s: FRENCH

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 8 for Lesson 8 in the Course Manual

LESSON TOPICS:
  i.   Structure and Usage of the French Language IV
 ii.   Textbook development and Production II
iii.   Languages in Contact

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French (a riddle), eg. *Je tombe chaque jour une fois sans me faire mal. Qui suis-je ?* *Réponse : Je suis la nuit* 1.2 Ask the Critical Friend	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French (a riddle), eg. *Je tombe chaque jour une fois sans me faire mal. Qui suis-je ?* *Réponse : Je suis la nuit* 1.2 Listen and discuss with	20 mins

lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	to share his/her observation on previous week's PD session with tutors for discussion. 1.3 Ask tutors to read the introductory session of lesson **8** of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs. 1.4 In pairs, ask tutors to identify the sub titles and any key concepts of the lesson that will require clarification for redress. 1.5 Lead tutors to discuss the sub titles and key concepts of the lesson which have been identified. 1.6 In pairs, ask tutors to plan and demonstrate how they will teach lesson 4 of the course manual	Critical friend his/her observations on previous week's PD session. 1.3 Read the introductory session of lesson **8** of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs. 1.4 Identify the subtitles and any key concepts of the lesson that will require clarification for redress. 1.5 Discuss the subtitles and key concepts of the lesson which have been identified. 1.6 In pairs, plan and demonstrate how you will teach lesson 8 of the course manual	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the	2.1 Ask tutors to identify possible barriers to the new learning/lesson. These may include the following: ***Nature of French and Communication in Specific Contexts*** i. Student teacher's poor background in French	2.1 Identify possible barriers to the new learning/ lesson. These may include the following: ***Nature of French and Communication in Specific Contexts*** i. Student teacher's poor background in French	**15 mins**

lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	***The Junior High School Curriculum*** ii. Inadequate textbooks in the Colleges ***Introduction to Linguistics of French*** iii. Inadequate library materials **Expected Answers** - Use more online resources such as YouTube videos/ PowerPoints - Provide supplementary textbooks/using online resources 2.2 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling, language games), group work, think-pair-share, in the delivery of the lessons. 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (*storytelling / language games*), group work, think-pair-share, in the delivery of the lessons.	***The Junior High School Curriculum*** ii. Inadequate textbooks in the Colleges ***Introduction to Linguistics of French*** iii. Inadequate library materials 2.2 Identify and discuss pedagogical needs such as: creative approaches (storytelling, language games), group work, think-pair-share, in the delivery of the lessons 2.3 Identify and discuss pedagogical needs such as: creative approaches (*storytelling / language games*), group work, think-pair-share, in the delivery of the lessons.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole	**40 mins**

addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	activities for whole group discussion. Eg: i. *Nature of French and Communication in Specific Contexts* ii. *Exploring online resources for videos/PowerPoint on Agreement of tenses « Concordance de temps »* iii. *The Junior High School Curriculum* • Critique of the JHS French curriculum through the practical analysis and discussion. iv. *Introduction to Linguistics of French Discussion and comparison of the concepts of "Code switching" "Code mixing, "borrowing"* 3.3 In pairs, ask tutors 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 Common Core Programme into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g Eg. • Use an IT tool *(laptop/mobile phone,*	group discussion. Eg: i. *Nature of French and Communication in Specific Contexts* ii. *Exploring online resources for videos/PowerPoint on Agreement of tenses « Concordance de temps »* iii. *The Junior High School Curriculum* •Critique of the JHS French curriculum through the practical analysis and discussion. iv. *Introduction to Linguistics of French Discussion and comparison of the concepts of "bilingualism" "multilingualism" et "plurilingualism"* 3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Common Core Programme into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g Eg. • Use an IT tool *(laptop/mobile phone,*	

o guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	*YouTube etc)* • Give equal leadership roles to both males and females • Address issues of SEN by using braille or enlarged texts during group presentations.	*YouTube etc)* • Give equal leadership roles to both males and females or learners with special needs during group presentations. • Address issues of SEN by using braille or enlarged texts during group presentations.	
	3.4 Remind tutors of the assessment components of the Course Manual and the need for student teachers to keep working on the assigned tasks. *NB. The components are:* - *Subject project* - *Subject portfolio*	3.4 Remind tutors of the assessment components of the Course Manual and the need for student teachers to keep working on the assigned tasks.	
	3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment *NB: Use Talk for learning with talking point; Theme 3.* *Nature of French and Communication in Specific Contexts* • *Concordance de temps* *The Junior High School Curriculum* • *Principes dans la production d'un manuel* *Introduction to Linguistics of French* • *Code switching*	3.5 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Nature of French and Communication in Specific Contexts* • *Concordance de temps* *The Junior High School Curriculum* • *Principes dans la production d'un manuel* *Introduction to Linguistics of French* • *Code switching*	

| | 3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.

Nature of French and Communication in Specific Contexts

(See footnote 1)

Common Core Programme The Junior High School French curriculum

📄 PDF

CCP_French.pdf

Introduction to Linguistics of French

📄

La linguistique.pptx

NB. Remind tutors to prepare a report on the resources used in the lesson and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session. | 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.

Nature of French and Communication in Specific Contexts

(See footnote 1)

Common Core Programme The Junior High School French curriculum

📄 PDF

CCP_French.pdf

Introduction to Linguistics of French

📄

La linguistique.pptx

NB. Note down to prepare a report on how you used the resources presented by PDC in the lesson and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session. | |
| **4. Evaluation and review of session:**
• Tutors should Identifying critical friends to observe lessons and report at next session.
• Identifying and addressing any outstanding issues relating to the | 4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** | 4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** | **15 mins** |

lesson/s for clarification	4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	

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

1.https://www.espacefrancais.com / grammaire.reverso.net

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
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Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the	

age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

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

Age Levels/s: JHS

Name of Subject/s: FRENCH
1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 9 for Lesson 9 in the Course Manual

LESSON TOPICS:
- i.   Textbook development and Production III
- ii. Languages in Contact
- iii. Intermediat**e** Composition I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the	Introduction to the session 1.1 Start the PD session with an icebreaker in French (a song/poem/ riddle), eg. *Un jour de grand soleil* *J'ai quitté mon pays* *Tout seul sur un bateau* *Laissant mon père et ma mère* *Je débarque à Paris* *Paris plein de problème.*	Introduction to the session 1.1 Start the PD session with an icebreaker in French (a riddle), eg. *Un jour de grand soleil* *J'ai quitté mon pays* *Tout seul sur un bateau* *Laissant mon père et ma mère* *Je débarque à Paris* *Paris plein de problème*	20 mins

lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.2 Ask the Critical Friend to share his/her observation on previous week's PD session with tutors for discussion. 1.3 Ask tutors to read the introductory session of lesson **9** of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs. 1.4 In pairs, ask tutors to identify the subtitles and any key concepts of the lesson that will require clarification for redress. 1.5 Lead tutors to discuss the subtitles and key concepts of the lessons which have been identified. 1.6 In pairs, ask tutors to plan and demonstrate how they will teach lesson 9 of the course manual	1.2 Listen and discuss with Critical friend his/her observations on previous week's PD session. 1.3 Read the introductory session of lesson **9** of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs. 1.4 Identify the subtitles and any key concepts of the lesson that will require clarification for redress. 1.5 Discuss the subtitles and key concepts of the lessons which have been identified. 1.6 In pairs, plan and demonstrate how you will teach lesson 9 of the course manual	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the	2.1 Ask tutors to identify possible barriers to the new learning/lesson. These may include the following: ***Nature of French and Communication in Specific Contexts*** i. Inadequate mastery of nature of clauses in French	2.1 Identify possible barriers to the new learning/ lesson. These may include the following: ***Nature of French and Communication in Specific Contexts*** i. Inadequate mastery of nature of clauses in French	**15 mins**

lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	***The Junior High School Curriculum*** ii. Inadequate exposure to creative writing ***Introduction to Linguistics of French*** iii. Inadequate library materials **Expected Answers** - Use more online resources such as YouTube videos/ PowerPoints - Provide supplementary textbooks/using online resources 2.2 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling, language games), group work, think-pair-share, in the delivery of the lessons. 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (*storytelling / language games*), group work, think-pair-share, in the delivery of the lessons.	***The Junior High School Curriculum*** ii. Inadequate exposure to creative writing ***Introduction to Linguistics of French*** iii. Inadequate library materials 2.2 Identify and discuss pedagogical needs such as: creative approaches (storytelling, language games), group work, think-pair-share, in the delivery of the lessons 2.3 Identify and discuss pedagogical needs such as: creative approaches (*storytelling / language games*), group work, think-pair-share, in the delivery of the lessons.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion.	3.1 In groups, read the teaching and learning activities and identify areas for discussion.	**40 mins**

teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: inks to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ Guidance on any power point presentations,	3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Eg: i. *Nature of French and Communication in Specific Contexts* ii. *Exploring online resources for videos/PowerPoint on code switching and code mixing « mélange de code" "alternance codique »* iii. *The Junior High School Curriculu* iv. *Critique of the JHS French curriculum through the practical analysis and discussion.* v. *Introduction to Linguistics of French* vi. *Discussion and comparison of the concepts of "bilingualism" "multilingualism" et "plurilingualism"* 3.3 Ask tutors, in pairs, 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 Common Core Programme into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g Eg. • Use an IT tool *(laptop/mobile phone,*	3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Eg: i. *Nature of French and Communication in Specific Contexts* ii. *Exploring online resources for videos/PowerPoint on code switching and code mixing « mélange de code" "alternance codique »* iii. *The Junior High School Curriculum* iv. *Critique of the JHS French curriculum through the practical analysis and discussion.* v. *Introduction to Linguistics of French* vi. *Discussion and comparison of the concepts of "bilingualism" "multilingualism" et "plurilingualism"* 3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Common Core Programme into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g Eg. • Use an IT tool *(laptop/mobile phone,*	

TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	*YouTube etc)* • Give equal leadership roles to both males and females • Address issues of SEN by using braille or enlarged texts during group presentations.	*YouTube etc)* • Give equal leadership roles to both males and females or learners with special needs during group presentations. • Address issues of SEN by using braille or enlarged texts during group presentations.	
	3.4 Remind tutors of the assessment components of the Course Manual and the need for student teachers to keep working on the assigned tasks. *NB. The components are:* - *Subject project* - *Subject portfolio*	3.4 Note the assessment components of the Course Manual and the need for student teachers to keep working on the assigned tasks.	
	3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment *NB: Use Talk for learning with talking point; Theme 3.* *Nature of French and Communication in Specific Contexts* • *Ecrire un récit en contexte spécifique* *The Junior High School Curriculum* • *Principes dans la production d'un manuel*	3.5 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Nature of French and Communication in Specific Contexts* • *Ecrire un récit en contexte spécifique* *The Junior High School Curriculum* • *Principes dans la production d'un manuel*	

	Introduction to Linguistics of French	*Introduction to Linguistics of French*	
	• *Le multilinguisme*	• *Le multilinguisme*	
	3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.	3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.	
	Nature of French and Communication in Specific Contexts	*Nature of French and Communication in Specific Contexts*	
	(See footnote 1)	*(See footnote 1)*	
	Common Core Programme The Junior High School French curriculum	*Common Core Programme The Junior High School French curriculum*	
	CCP_French.pdf	CCP_French.pdf	
	Introduction to Linguistics of French	*Introduction to Linguistics of French*	
	La linguistique.pptx	La linguistique.pptx	
	NB. Remind tutors to prepare a report on the resources used in the lesson 1 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	NB. Note down to prepare a report on how you used the resources presented by PDC in the lesson 1 and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the	**15 mins**

lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	

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

1. https://supportivy.com/quest-ce-que-le-multilinguisme/

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	

Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject/s: FRENCH

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 10 for Lesson 10 in the Course Manual

LESSON TOPICS:
  i.   Intermediate composition II
  ii. Textbook Evaluation
  iii. Languages in Contact

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Start the PD session with an icebreaker in French (*Expressions idiomatiques* Fastest answer within 5 seconds.) Eg. se mettre sur son trente et un. **Réponse** : mettre ses plus beaux habits ; s'habiller de façon chic ; déployer des efforts d'élégance 1.2 Ask the Critical Friend for Lesson 9 and tutors to reflect individually on	1.1 Start the PD session with an icebreaker in French (*Expressions idiomatiques* Fastest answer within 5 seconds.) Eg. se mettre sur son trente et un. **Réponse :** mettre ses plus beaux habits ; s'habiller de façon chic ; déployer des efforts d'élégance 1.2 Together with the Critical Friend for Lesson 9, reflect	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	the previous week's session and share their experiences. 1.3 Ask tutors to read the introductory sections of the Lesson 10 in the course manual and note down for discussion, key elements such as the lesson descriptions, LOs and LIs 1.4 Ask tutors to identify the sub-titles of Lesson 10 of each course. Eg. ***Nature of French and Communication in Specific Contexts*** i. *Différents types de lettres* ***JHS French Curriculum*** ii. *Organisation d'une leçon.* ***Introduction to Linguistics of French*** iii. *Effet de Néologisme et emprunt sur les langues.* 1.5 Ask tutors to read the description of Lesson 10, and identify key themes to be taught. Eg: ***Nature of French and Communication in Specific Contexts*** i. *Composition of short creative text of three or paragraphs in French* ***JHS French Curriculum*** ii. *Principles and practice of textbook evaluation* ***Introduction to Linguistics***	individually on the previous week's session and share your experiences. 1.3 Read the introductory session of the Lesson 10 of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs 1.4 Identify the sub-titles of Lesson 10 of each course Eg. ***Nature of French and Communication in Specific Contexts*** i. *Différents types de lettres* ***JHS French Curriculum*** ii. *Organisation d'une leçon.* ***Introduction to Linguistics of French*** iii. *Effet de Néologisme et emprunt sur les langues.* 1.5 Read and identify key themes to be taught in Lesson 10 of each course. Eg.: ***Nature of French and Communication in Specific Contexts*** i. *Composition of short creative text of three or paragraphs in French* ***JHS French Curriculum*** ii. *Principles and practice of textbook evaluation* ***Introduction to Linguistics***	

	of French iii. *Key concepts related to languages in contact* 1.6 In groups, lead tutors to discuss and demonstrate how the Lesson 10 of each course, would be taught.	*of French* iii. *Key concepts related to languages in contact* 1.6 In groups, discuss and demonstrate how the Lesson 10 of each course, would be taught.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Ask tutors to identify possible barriers to the new learning/Lesson 10 and possible solutions to overcome these challenges. Eg. i. *Lack of exposure to/inadequate preparation for creative writing.* ii. *inadequate textbooks in the College.* iii. *Inadequate materials on Linguistics and languages in contact.* ***Expected Responses*** i. *Short stories or novels should be available to student-teachers.* ii. *Textbooks should be available to student-teachers.* iii. *Extracts from materials on Linguistics and languages in contact should be available to student-teachers.* 2.2 In pairs, ask tutors to discuss new concepts of the lesson. Eg **Nature of French and Communication in**	2.1 Identify possible barriers to the new learning/Lesson 10. Eg: i. *Lack of exposure to/inadequate preparation for creative writing.* ii. *Inadequate textbooks in the College.* iii. *Inadequate materials on Linguistics and languages in contact.* 2.2 In pairs, discuss new concepts of the lesson. Eg **Nature of French and Communication in**	**15 mins**

	Specific Contexts i. *identify and analyse complex sentences used in the composed texts* **JHS French Curriculum** ii. *understanding of and identifying key areas to be evaluated in teaching various units and topics in recommended textbooks* **Introduction to Linguistics of French** iii. *Néologisme and Emprunt as other key concepts related to languages in contact* 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.	Specific Contexts i. *identify and analyse complex sentences used in the composed texts* **JHS French Curriculum** ii. *understanding of and identifying key areas to be evaluated in teaching various units and topics in recommended textbooks* **Introduction to Linguistics of French** iii. *Néologisme and Emprunt as other key concepts related to languages in contact* 2.3 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting	3.1 Ask tutors to individually read the teaching and learning activities for Lesson 10 and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Eg: i. *Chronological way of narrating events* ii. *Choice of a topic for a lesson using the JHS syllabus and available textbooks.*	3.1 Read the teaching and learning activities for Lesson 10 and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Eg: i. *Chronological way of narrating events* ii. *Choice of a topic for a lesson using the JHS syllabus and available textbooks.*	**40 mins**

opportunities for integrating: GESI responsiveness and ICT and 21st C skills	iii. *The effect of neologism and borrowing on the main languages of a community*	iii. *The effect of neologism and borrowing on the main languages of a community.*	
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	3.3 Ask tutors, in groups of two, 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	3.3 In groups of two, 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	
• Resources: ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	Eg. Use an IT tool (PowerPoint, YouTube, etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations.	Eg. Use an IT tool *(PowerPoint, YouTube etc)* and take into consideration, equal representation for male/female or learners with special needs during group presentations.	
○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning	3.4 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.*	3.4 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; pdp Theme 3.*	
• Tutors should be expected to have a	Eg: i. Narrate an event you witnessed. ii. Choose a unit and develop inventories from it for class presentation during next lecture iii. Discuss three importance of languages in contact, using the Ghanaian context	Eg: i. Narrate an event you witnessed. ii. Choose a unit and develop inventories from it for class presentation during next lecture iii. Discuss three importance of languages in contact, using the Ghanaian context	

plan for the next lesson for student teachers	3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.** i. Use extracts (documents authentiques) to illustrate how to write different types of letters. ii. Copies of Textbooks iii. https://jaimelesmots.com/derives/neologismes/ iv. Procédés de formation des mots en français contemporain (https://canal.uned.es/video/5a6f3bdfb1111f424e8b456a) NB. Remind tutors to prepare a report on the resources used in the Lesson 10 and any other ones they might have introduced in the delivery of this lesson for discussion during next PD session.	3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **eg.** i. Use extracts (documents authentiques) to illustrate how to write different types of letters. ii. Copies of Textbooks iii. https://jaimelesmots.com/derives/neologismes/ iv. Procédés de formation des mots en français contemporain (https://canal.uned.es/video/5a6f3bdfb1111f424e8b456a NB. Remember to prepare a report on how you used the resources presented by PDC in the Lesson 10 and any other ones you might have introduced in the delivery of your lesson for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a**	**15 mins**

relating to the lesson/s for clarification	4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	4.2 Individually, write down issues observed about the lesson delivered and share it with the whole group for discussion.	

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are	

training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Name of Subject/s: FRENCH

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 11 for Lesson 11 in the Course Manual

LESSON TOPICS:

i. Basic Knowledge and concepts in French Pedagogy (FOS)
ii. Textbook Evaluation
iii. Linguistics, Pedagogical knowledge and Professional Issues

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and	1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 1.2 Ask the Critical Friend for Lesson 10 and tutors to reflect individually on the previous week's session and share their experiences.	1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 1.2 Together with the Critical Friend for Lesson 10, reflect individually on the previous week's session and share your experiences.	**20 mins**

including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.3 Ask tutors to read the introductory sections of the Lesson 11 in the course manual and note down for discussion, key elements such as the lesson descriptions, LOs and Lis 1.4 Ask tutors to identify the sub-titles of Lesson 11 of each course. Eg. ***Nature of French and Communication in Specific Contexts*** i. *Besoins et barrières dans l'enseignement du FOS* ***JHS French Curriculum*** i. *Préparation du cours / fiche pédagogique.* ***Introduction to Linguistics of French*** ii. *Définitions opératoires des trois concepts vus au travers de différents auteurs.* 1.5 Ask tutors to read the description of Lesson 11, and identify key themes to be taught. Eg.: ***Nature of French and Communication in Specific Contexts*** i. *The use of the French language in specific contexts* ***JHS French Curriculum*** ii. *Lesson notes preparation and the selection of appropriate teaching/leaning resources for a lesson.*	1.3 Read the introductory session of the Lesson 11 of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and Lis 1.4 Identify the sub-titles of Lesson 11 of each course Eg. ***Nature of French and Communication in Specific Contexts*** i. *Besoins et barrières dans l'enseignement du FOS* ***JHS French Curriculum*** i. *Préparation du cours / fiche pédagogique.* ***Introduction to Linguistics of French*** ii. *Définitions opératoires des trois concepts vus au travers de différents auteurs.* 1.5 Read and identify key themes to be taught in Lesson 11 of each course. Eg.: ***Nature of French and Communication in Specific Contexts*** i. *The use of the French language in specific contexts* ***JHS French Curriculum*** ii. *Lesson notes preparation and the selection of appropriate teaching/leaning resources for a lesson.*	

	Introduction to Linguistics of French *iii. Introduction of student-teachers to Linguistics concepts as propounded by E. Benveniste, C. S. Peirce and others.* 1.6 In groups, lead tutors to discuss and demonstrate how the Lesson 11 of each course, would be taught.	*Introduction to Linguistics of French* *iii. Introduction of student-teachers to Linguistics concepts as propounded by E. Benveniste, C. S. Peirce and others.* 1.6 In groups, discuss and demonstrate how the Lesson 11 of each course, would be taught.	

2. Concept Development (New learning likely to arise in lesson/s):
• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 Ask tutors to identify possible barriers to the new learning/Lesson 11 and possible solutions to overcome these challenges.
	Eg.
	  i. Lack of /inadequate exposure to francophone environment.
	  ii. Large class size
	  iii. Limited materials on Linguistics and language use.
	
	Expected Solutions
	  i. More French or francophone videos should be shown to students during their French Club meetings
	  ii. Putting students in groups during lessons will be helpful
	  iii. Reference books on Linguistics should be made available to students
		2.1 Identify possible barriers to the new learning/Lesson 11.
		
		Eg:
		  i. Lack of /inadequate exposure to francophone environment.
		  ii. Large class size
		  iii. Limited materials on Linguistics and language use.
			15 mins

	2.2 In pairs, ask tutors to discuss new concepts of the lesson. Eg.: **Nature of French and Communication in Specific Contexts** i. *Identification and discussion of professional needs in the usage of the French language in specific contexts* **JHS French Curriculum** ii. *practical session on preparation for teaching* **Introduction to Linguistics of French** iii. *The discussion of the relevance and implications of the concepts: "langue, langage et parole"*	2.2 In pairs, discuss new concepts of the lesson. i. *Identification and discussion of professional needs in the usage of the French language in specific contexts* **JHS French Curriculum** ii. *Practical session on preparation for teaching* **Introduction to Linguistics of French** iii. *The discussion of the relevance and implications of the concepts: "langue, langage et parole"*	
	2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.	2.3 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for	3.1 Ask tutors to individually read the teaching and learning activities for Lesson 11 and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Eg: i. *Identification of specific contexts where*	3.1 Read the teaching and learning activities for Lesson 11 and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Eg: i. *Identification of specific contexts where*	**40 mins**

making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
  ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
  ○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
• Tutors should be
	French for Specific purposes is used and indication of what linguistic barriers learners face in relation to communication.
	ii. *Incorporating inventory and teaching/learning resources into a lesson plan.*
	iii. *Comparison of the concept of Linguistics from the perspectives of F. de Saussure, Noam Chomsky and Benveniste.*
	
	3.4 Ask tutors, in groups of two, 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
	
	Eg. Use an IT tool (PowerPoint, YouTube, etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations.
	
	3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; Theme 3.*
		French for Specific purposes is used and indication of what linguistic barriers learners face in relation to communication.
		ii. *Incorporating inventory and teaching/learning resources into a lesson plan.*
		iii. *Comparison of the concept of Linguistics from the perspectives of F. de Saussure, Noam Chomsky and Benveniste.*
		
		3.4 In groups of two, 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
		
		Eg. Use an IT tool *(PowerPoint, YouTube etc)* and take into consideration, equal representation for male/female or learners with special needs during group presentations.
		
		3.5 In groups, prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with talking point; Theme 3.*	

expected to have a plan for the next lesson for student teachers	Eg: i. In groups, discuss 5 ways of addressing linguistic barriers in the teaching/learning of FOS. ii. Reflect on the importance of good lesson planning for effective teaching. iii. Conduct a research on linguists and their contributions to the linguistic world, using PowerPoint presentation. 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **Eg.** ***Communication in Specific Contexts*** *i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE.* ***JHS French Curriculum*** *ii. Copies of Textbooks used to teach French at the basic level* ***Introduction to Linguistics of French*** *iii. Extract from Linguistics books* NB: Remind tutors to prepare a report on the resources used in the Lesson 11 and any other ones they might have introduced in the delivery of this lesson for discussion during next	Eg: i. In groups, discuss 5 ways of addressing linguistic barriers in the teaching/learning of FOS. ii. Reflect on the importance of good lesson planning for effective teaching. iii. Conduct a research on linguists and their contributions to the linguistic world, using PowerPoint presentation. 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; **Eg.** ***Communication in Specific Contexts*** *i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE.* ***JHS French Curriculum*** *ii. Copies of Textbooks used to teach French at the basic level* ***Introduction to Linguistics of French*** *iii. Extract from Linguistics books* NB: Remember to prepare a report on how you used the resources presented by PDC in the Lesson 11 and any other ones you might have introduced in the delivery of your lesson	

	PD session.	for discussion during next PD session.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. **NTS 1a** 4.2 Individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	**15 mins**

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are	

training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology:** what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section:** Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment:** case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

Age Levels/s: JHS

Name of Subject: French Course/s:

1. *Nature of French and Communication in Specific Contexts*
2. *The Junior High School French Curriculum*
3. *Introduction to Linguistics of French*

Tutor PD Session 12 for Lesson 12 in the Course Manual

LESSON TOPICS:

   i.   Overview: Nature of French and Communication in Specific Contexts
   ii.   Overview: The Junior High School French Curriculum
   iii. Overview: Introduction to Linguistics of French

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *What the SL/HoDs will have to say during each stage of the session*	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French with a song, eg. '*Au revoir mes amis*' 1.2 Through think-pair-share, ask tutors and the Critical Friend/s to reflect on Lessons of the courses and share what lessons they learnt. *(A*	**Introduction to the session** 1.1 Start the PD session with an icebreaker in French a puzzle, eg. '*Au revoir mes amis*' 1.2 Through think-pair-share and with Critical Friend/s, reflect on Lessons of the courses and share what lessons you learnt. *(A general*	**20 mins**

outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	*general overview)* 1.3 Lead tutors to discuss the purposes of the course as stipulated in the manual. 1.4 Brainstorm with tutors on specific topics of the lessons presented in the courses of the three manuals. **eg**. *Nature of French and Communication in Specific Contexts* i. Intermediate composition I *JHS French Curriculum* ii. Textbook Development and Production *Introduction to Linguistics of French* iii. *Plurilinguisme* 1.5 Let tutors, in pairs, discuss the CLOs and CLIs of the course Manual, and indicate how they are related to student teachers' knowledge and STS experiences acquired for the semester. 1.6 Lead tutors to discuss how they integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of their lessons. eg. *Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.*	*overview)* 1.3 Discuss the purpose of the course as stipulated in the manual. 1.4 Brainstorm on specific topics of the lessons presented in the courses of the three manuals. **eg**. *Nature of French and Communication in Specific Contexts* i. Intermediate composition I *JHS French Curriculum* ii. *Textbook Development and Production* *Introduction to Linguistics of French* iii. *Plurilinguisme* 1.5 In pairs, discuss the CLOs and CLIs of the course Manual, and indicate how they are related to student teachers' knowledge and STS experiences acquired for the semester. 1.6 Discuss how you integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of your lessons. *eg. Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.*	

2. Concept Development (New learning likely to arise in lesson/s):	Concept Development	Concept Development	15 mins

• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
 	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 In groups, ask tutors to mention and discuss the Lessons provided in the Course Manual.
	eg.
	Nature of French and Communication in Specific Contexts
	  i. *Difficultés grammaticales,*
	  ii. *Propositions subordonnées Conjonctives*
	  JHS French curriculum,
	  i. *Structure of JHS French curriculum*
	  ii. *Critique of the JHS French Curriculum,*
	  Introduction to Linguistics of French
	  i. *La phonétique et la phonologie*
	  ii. *Alternance codique*
	
	2.2 Ask tutors in groups to state and discuss barriers discovered in teaching the subtopics / concepts.
	eg.
	  i. *Student teachers' limited repertoire of French lexical items*
	  ii. *Limited copies of sample JHS French curriculum*
	  iii. *Inadequate knowledge in the use of French language*
	
	Expected responses
	  i. *Take student teachers through more language games to enhance their vocabulary*
		2.1 In groups, mention and discuss the Lessons provided in the Course Manual.
		eg.
		Nature of French and Communication in Specific Contexts
		  i. *Difficultés grammaticales,*
		  ii. *Propositions subordonnées conjonctives*
		  JHS French curriculum,
		  i. *Structure of JHS French curriculum,*
		  ii. *Critique of the JHS French Curriculum*
		  Introduction to Linguistics of French
		  i. *La phonétique et la phonologie*
		  ii. *Alternance codique*
		
		2.2 In groups, state and discuss barriers discovered in teaching the subtopics / concepts.
		eg.
		  i. *Student teachers' limited repertoire of French lexical items*
		  ii. *Limited copies of sample JHS French curriculum*
		  iii. *Inadequate knowledge in the use of French language*	

	ii. *Provide copies or extract of the curriculum to be exploited for a lesson.* iii. *Create more French language activities leading to the use of the sound of French language.* 2.3 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. ***eg.*** *Storytelling, language games/puzzles, group work and talking point.*	2.3 Discuss how you can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. ***eg.*** *Storytelling, language games/puzzles, group work and talking point.*	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion,	**Teaching and learning activities for the lesson** 3.1 Ask tutors in groups to share their remarks about the teaching and learning activities of the Lessons and identify areas that require further clarification. 3.2 Ask a tutor in the group to present the areas identified in the manual on the teaching and learning activities for whole group discussion. 3.3 Ask tutors to discuss in groups and share with the whole group how they integrated the core transferable skills and GESI in their lessons into	**Teaching and learning activities for the lesson** 3.1 In groups, share your remarks about the teaching and learning activities of the Lessons and identify areas that require further clarification. 3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion. 3.3 Discuss in groups and share with the whole group how you integrated the core transferable skills and GESI in your lessons	**40 mins**

and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • Guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	the teaching and learning activities for both the B.Ed. and the Basic School curricula. ***NTS1a, 1b, 2c, 3f, 3g.*** ***Expected responses*** *i. ICT tools such as PowerPoint, YouTube video etc were used in lessons delivery.* *ii. Considerations were given to equal representation for male/female or learners with special needs to participate fully during group presentations* 3.4 Ask tutors to mention and assess effectiveness or challenges related to the assessment components they have used for their courses and share their experiences with the group. They should consider whether they have satisfied the NTEAP requirement ***Take note of these components:*** - *Subject project* - *Subject portfolio* 3.5 In groups, ask tutors to say some sample questions they have used and that fit into subject project and subject portfolio. eg. *Nature of French and Communication in Specific Contexts* *i. Avec trois exemples,*	into the teaching and learning activities for both the B.Ed. and the Basic School curricula. ***NTS1a, 1b, 2c, 3f, 3g.*** *eg. Use an IT tools (PowerPoint, YouTube video etc) and take into consideration, equal representation for male/female or learners with special needs during group presentations* 3.4 Mention and assess effectiveness or challenges related to the assessment components you have used for your courses and share your experiences with the group. Consider whether you have satisfied the NTEAP requirement. ***Take note of these components:*** - *Subject project* - *Subject portfolio* 3.5 In groups, say some sample questions you have used and that fit into subject project and subject portfolio. eg. *Nature of French and Communication in Specific Contexts* *i. Avec trois exemples,*	

	discutez trois parties du discours	*discutez trois parties du discours*	
	JHS French Curriculum ii. *Identifiez et discutez trois composants d'un curriculum du français/ Identifiez cinq activités linguistiques dans le curriculum français* iii. *Introduction to Linguistics of French* iv. *Souligner et expliquez deux branches de la linguistique/ Mentionnez les branches de la linguistique*	*JHS French Curriculum* ii. *Identifiez et discutez trois composants d'un curriculum du français/ Identifiez cinq activités linguistiques dans le curriculum français* iii. *Introduction to Linguistics of French* iv. *Souligner et expliquez deux branches de la linguistique/ Mentionnez les branches de la linguistique*	

	3.6 Ask tutors in groups to identify and discuss the appropriate resources they have used for the teaching and learning of the concepts/ sub-topics;
	eg.
	Nature of French and Communication in Specific Contexts
	  i. https://www.linguistiquefrancaise.org/articles/cmlf/pdf/2008/01/cmlf08230.pdf/25/8/2021
	JHS French Curriculum
	  ii. http://nacca.gov.gh
	 iii. *Introduction to Linguistics of French*
	 iv. https://www.thpanorama.com/blog/cultura-general/cules-son-las-ramas-de-la-lingstica.html/25/8/2021
		3.6 In groups, identify and discuss the appropriate resources you have used for the teaching and learning of the concepts/ sub-topics;
		eg.
		Nature of French and Communication in Specific Contexts
		  i. https://www.linguistiquefrancaise.org/articles/cmlf/pdf/2008/01/cmlf08230.pdf/25/8/2021
		JHS French Curriculum
		  ii. http://nacca.gov.gh
		 iii. *Introduction to Linguistics of French*
		 iv. https://www.thpanorama.com/blog/cultura-general/cules-son-las-ramas-de-la-lingstica.html/25/8/2021	

	3.7 Ask tutors to discuss the resources used in the lessons and any other ones they might have introduced in the delivery of this lesson for a holistic discussion.	3.7 Discuss the resources used in the lessons and any other ones you might have introduced in the delivery of these lessons for a holistic discussion.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	**Evaluation and review of session** 4.1 Invite individual tutors who taught lessons in the semester to share advanced preparation they have made towards delivery of their lessons. 4.2 Ask tutors to individually write down unresolved issues observed about the lessons of the courses delivered and share it with the whole group for clarification. 4.3 Ask tutors to review the PD sessions indicating the lessons learned and the impact the sessions have had on their teaching of the courses.	**Evaluation and review of session** 4.1 Share advanced preparation you have made towards delivery of your lessons. 4.2 Individually, write down unresolved issues observed about the lessons of the courses delivered and share it with the whole group for clarification. 4.3 Review the PD sessions indicating the lessons learned and the impact the sessions have had on your teaching of the courses.	**15 mins**

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

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	

Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%. OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

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