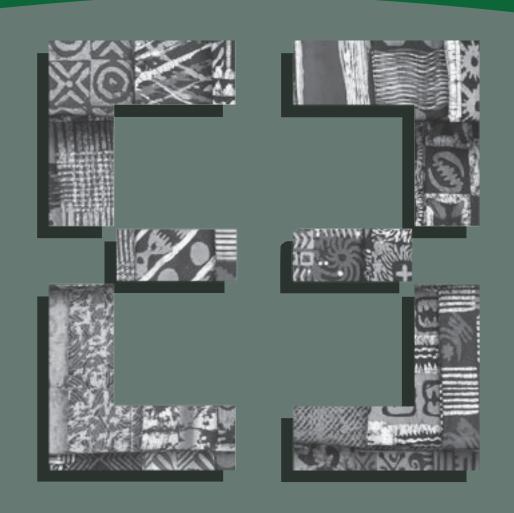
# Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - French Year 2 Semester 1

# HANDBOOK FOR COORDINATORS









The Government of Ghana







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# 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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ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING
FRENCH

# 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)

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

### Tutor PD Session for Lesson 001 in the Course Manual

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

c. Session learning	c. Session learning	
outcomes	outcomes	
By the end of this session,	By the end of this session,	
tutors will be able to	you will be able to	
i. demonstrate	i. demonstrate	
understanding of	understanding of	
the concept GESI	the concept GESI	
and related issues.	and related issues.	
ii. apply these	ii. apply these	
concepts in their	concepts in your	
teaching and	teaching and	
general practices.	general practices.	
iii. support student	iii. support student	
teachers to	teachers to	
understand GESI	understand GESI	
issues and how to	issues and how to	
apply them during	apply them during	
STS.	STS.	
1.2 Task tutors to identify	1.2 Identify what the	
what the acronym GESI	acronym GESI stands	
stands for and explain	for and explain what it	
what it means.	means.	
Conder Equality and Social		
Gender, Equality and Social Inclusion 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	1.3 In your subject groups,	
strategies (concept	explain any <u>two</u>	
cartoons, storytelling,	<u>concepts</u> related to	
role play discussion etc),	GESI. (you may use	
ask tutors in their	your phones/laptops to	
subject groups to	search for how each	
explain any <u>two</u>	concept is related to	
<u>concepts</u> related to	education from	
GESI. Allow tutors to use	www.google.com	
their phones/laptops to	Adapt differentiated	
search for how each	approaches to explain	
concept is related to	concepts (sketches, role	
education.	play, story etc).	
www.google.com		

1	
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 <b>all</b>	
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 <b>all</b> students	
_	
(boys, girls and SEN) are	
given equal opportunities	

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
2. Identification and	<ul> <li>classroom.)</li> <li>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.</li> <li>Social Inclusion is the process of improving the terms of participation for people who are disadvantaged, through enhancing opportunities and access to resources.</li> <li>1.2 Ask tutors to reflect on their understanding of GESI and justify the need for GESI in education.</li> <li>For instance, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion.</li> <li>Example 1: Male characters are often represented than females in TLMs and textbooks.</li> <li>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.</li> <li>Refer to Appendix 1.</li> </ul>	1.2 Reflect on your understanding of GESI and justify its importance in education. 2.1 identify and discuss	15 mins
	to participate in the		

	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		
	<i>learner.</i> <b>N/B:</b> Encourage tutors to support student teachers identify how each concept could be used during STS.	2.2 Pofloct individually	
Potential barriers to	2.2 Using think-pair-share ask tutors to identify possible barriers to learning GESI for student teachers and how to address them.	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.	
learning for student teachers	Examples may include: <i>Misconceptions:</i> 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.	Examples may include: <i>Misconceptions:</i> 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.	
	<b>Negative attitudes</b> : 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)	<b>Negative attitudes</b> : 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)	<ul> <li>3.1 Identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (Reference to college context).</li> </ul>	30 mins
	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	Eg. a) Involving men and women equally in decision making	
	<ul> <li>3.2 Ask tutors to brainstorm aspects of the basic school curriculum that need improvement in the area of GESI.</li> <li>E.g. a) Play activities: girls and boys could play soccer and ampe.</li> <li>Eg. b) decision making</li> </ul>	<ul> <li>3.2 Brainstorm aspects of the basic school curriculum that need improvement in the area of GESI.</li> <li>E.g. a) Play activities: girls and boys could play soccer and ampe.</li> </ul>	
	school prefects are mostly boys: girls and students with special education needs could equally be appointed school prefects.		

Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C skills	3.3 Task tutors to discuss in their subject groups and come out with strategies on how GESI, ICT, and 21 <sup>st</sup> Century skills can be integrated in their specific subject areas.	3.3 Identify strategies on how GESI, ICT, and 21 <sup>st</sup> 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.	3.4 identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive.
	<i>Eg. a) Equitable distribution of relevant resources for the subject projects</i>	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	
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	Note: Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project)
	projects) are done in groups.	
	Eg. b) Ensure equitable distribution of resources among males, female and (SEN).	

		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	<ul> <li>3.5 identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs</li> <li>Read GESI resources for new ideas to improve your lesson preparation and classroom practice.</li> </ul>	
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	<ul> <li>4.1 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. <i>Example: equal</i> <i>involvement of both</i> <i>males, females and SEN</i> <i>learners.</i></li> <li>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.</li> </ul>	<ul> <li>4.2 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session.</li> <li>Example: equal involvement of both males, females and SEN learners</li> <li>4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations.</li> </ul>	15 mins
		Advance Preparation for lessons 4.3 Encourage tutors to read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	Advance Preparation for lessons 4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	

## Tutor PD Session for Lesson 2 Onwards in the Course Manual

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	36331011
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1. Introduction to	Introduction to the	Introduction to the	20 mins
the session	session	session	
Review prior			
learning	1.0 Starter: Silent tears in	1.0 Starter: Silent tears in	
A critical friend to	the classroom.	the classroom.	
share findings for a			
short discussion	Ask a volunteer to read the	Read, reflect and discuss	
and lessons	silent tears aloud and	the scenario	
learned	slowly for individuals to		
<ul> <li>Reading and</li> </ul>	reflect and discuss.		
discussion of the			
introductory	1.1 Using questions allow	1.1 Reflect and share	
sections of the	tutors to reflect and	previous learning and	
lesson up to and	share what they learnt	how it was useful in	
including learning	from the previous	your lessons.	
outcomes and	session and how it was		
indicators	useful in their lessons.		
Overview of	Example social inclusion		
content and	(mixed ability and mixed		
identification of	gender grouping),		
any distinctive	equity (able to give		
aspects of the	support to both male,		
lesson/s,	female and learners		
NB The guidance for	with SEN according to		
SL/HoD should	their individual needs).		
identify and address any areas where	1.2 Invite critical friend	1.2 Give feedback on	
tutors might require	(male/female) to give	lesson observation for	
	feedback on lesson	discussion.	

clarification on any	observation for	
aspect of the lesson.	discussion.	
NB SL/HoD should ask	Example, equal	
tutors to plan for their	involvement of males,	
teaching as they go	females and SEN	
through the PD	learners.	
-	learners.	
session		
	1.3 Allow a male and female	1.3 Read and discuss the
	to read the introductory	introduction to the
	session on promoting	session in appendix 2.
	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 4 Deed the evention of
	1.4 Ask tutors to read	1.4 Read the overview of
	overview of the session	the session and
	(appendix 2) and identify	identify the distinctive
	the distinctive aspects.	aspects in appendix 2.
	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	
	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 etc.		
<ul> <li>2. Concept Development (New learning likely to arise in lesson/s):</li> <li>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</li> </ul>	<ul> <li>2.0 Concept Development</li> <li>2.1 Task tutors in their subject groups to discuss the components of a GESI responsive lesson.</li> <li>Eg. a. GESI responsive lesson planning (Content, choice of learning materials to use)</li> <li>b. Selection and use of materials (review TLMs to deal with stereotypes),</li> <li>c. Teaching methodologies (ensure equal participation of girls, boys and students with special needs).</li> <li>Allow tutors to do a quick read on components of GESI responsive lesson in appendix 2.</li> </ul>	2.0 Concept Development 2.1 Discuss the components of a GESI responsive lesson in your various subjects and read appendix 2 for validation.	15 mins
explain the issues/s with tutors	<ul> <li>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.</li> <li>Task tutors to identify appropriate strategies to mitigate barriers.</li> </ul>	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)	

		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	3.0 Teaching and learning	3.0 Teaching and learning	40 mins
	teaching, learning and assessment	activities	activities	
	and assessment activities for the			
	lesson/s	3.1 Using talk for learning	3.1 Mention and discuss	
•	Reading and	strategy ask tutors to	appropriate teaching	
	discussion of the	mention and discuss	and learning activities	
	teaching and learning activities	appropriate teaching and learning activities in	in a GESI responsive lesson. (Search for	
•	Noting and	a GESI responsive lesson.	additional information	
	addressing areas		online)	
	where tutors may	Eg. Mixed gender/ability		
	require clarification	group activities, using differentiated and universal		
•	Noting	design for learning teaching		
	opportunities for	approaches (eg. multiple		
	making links to the	means of learner		
	Basic School	engagement, representation and action).		
•	Curriculum Noting	NB: tutors can search for		
Ĩ	opportunities for	additional information		
	integrating: GESI	online.		
	responsiveness	3.2 Allow tutors to seek	3.2 Seek clarification on	
	and ICT and 21 <sup>st</sup> C skills	clarification on issues	issues that are not	
•	Reading,	where necessary. You	clear.	
	discussion, and	may allow any member		
	identification of	to provide clarification.		
	continuous			
	assessment			

•	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	<ul> <li>3.3 In their subject groups, ask tutors to discuss the GESI responsive activities student teachers could use during STS.</li> <li>(eg. give equal opportunity for boys, girls and learners with SEN to take leadership position, participate in all activities)</li> </ul>	3.3 Discuss GESI responsive activities student teachers could use during STS.
	teachers	3.4 Using questions, tutors should discuss how GESI, ICT, and 21 <sup>st</sup> Century skills can be integrated in their specific subject areas.	3.4 Discuss how GESI, ICT, and 21 <sup>st</sup> 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.	3.5 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.	
		3.6 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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>4.1 Encourage tutors to invite critical friends to observe lessons using the GESI responsive check list (see appendix 3)</li> <li>4.2 Allow tutors to ask questions for further discussion and clarification.</li> </ul>	<ul> <li>4.1 Invite critical friends to observe lessons using the GESI responsive check list (see appendix 3)</li> <li>4.2 Ask questions for further discussion and clarification.</li> </ul>	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 precondition 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	nder and Some Strategies and Actions to observe: lusion sponsive		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)	1) 2) 3)	work, debates and role play; and ensures equal participation of females & males (giving extra encouragement where needed)							
	4)	ensures that teaching ar books, des are more a first	nales leadershi at females hav nd learning res ks, etc.), partic ssertive and ta vith females ar	e e ou cula	equal access to rces (TLMs, arly if males resources				
		•	or afraid to sp						
	<ul> <li>6) checks to see if both females and males understand the lesson</li> <li>7) provides constructive/positive verbal feedback to both females and males in class</li> </ul>		ve verbal						
	•	Total	score						
2. The Tutor uses	The	e Tutor:							
Gender and Inclusion1) 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 malesIndustrial2) does not use harsh/threatening language									
		or actions and males	that instil fear	in	both females				

	1	
(aim for a score of	3) does not say things that reinforce false	
19-21)	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	
	<ol> <li>knows the difference between 'being friendly' with girls and being flirtatious.</li> </ol>	
	Jokes and conversations should not have	
	sexual undertones, and Tutors should not	
	use terms like 'girlfriend' or 'sweetie'.	
	Total score	
3. The Tutor uses	The Tutor:	
Gender and	<ol> <li>reviews all textbooks, pictures, posters,</li> </ol>	
Inclusion	and materials before using them to see if	
responsive TLMs	they reinforce traditional Gender and	
•	Inclusion roles (e.g., women	
	cooking/cleaning, men in professional	
(aim for a score of	roles)	
10-12)	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	
	<ol> <li>discusses with students how portrayals of traditional Gender and Inclusion roles</li> </ol>	
	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	The Tutor:	
challenges	1) empowers males to be critical of and	
	challenge traditional views of masculinity	

traditional Gender	(e.g. men should be 'powerful', should not	
and Inclusion roles	be 'weak', should never cook/clean)	
	2) empowers females to be critical of and	
	challenge traditional views of femininity	
(aim for a score of	(e.g., women should be dependent on	
10-12)	men, should only be mothers/carers,	
10-12)	· · · ·	
	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	The Tutor:	
Gender and	1) plans classroom seating so that males	
Inclusion	and females are mixed, and so that pupils	
responsive	who need more support sit at the front	
planning	2) reviews student attendance every 2-3	
	months (particularly for females) - if	
	there are problems with attendance, the	
(aim for a score of	Tutor should follow up with the head	
15-18)	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	
	<ol><li>plans to use teaching strategies that</li></ol>	
	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		
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 21<sup>st</sup> 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 teachertraining 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 21<sup>st</sup> 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	1.1 Mention and describe some basic ICT tools and how to use
and understanding of the	them, including: Computers, and other hardware, software.
basic ICT tools and their	1.2 21 <sup>st</sup> century skills and ICT tools that can be used to
impact on 21 <sup>st</sup> century	integrate them in lessons.
skills	1.3 Analyse and evaluate the changes brought about by the
	introduction of ICT.
2. Demonstrate use of	2.1 Perform basic lesson planning tasks using an ICT tool, e.g.,
basic ICT tools for planning	using Google calendar.
lessons	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	3.1 Perform basic teaching tasks using an ICT tool, e.g., using
basic ICT tools for	PowerPoint, Google classroom, zoom, Google meet.
teaching, learning and	3.2 Perform basic lesson assessment tasks using an ICT tool,
assessment	e.g., using Google forms.
	3.3 Use the internet to search for activities for teaching,
	learning and assessment
4.Demonstrate use of	4.1 Perform basic research tasks using an ICT tool, e.g., using
basic ICT tools for research	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 Claendar 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 & 21<sup>st</sup> 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
session	<ul> <li>1.1 Self-Introduction. Ask tutors to introduce themselves.</li> <li>1.2 Ask tutors to share any successes and issues they had when using ICT tools in a previous semester <i>employing talk</i> <i>for learning strategies.</i></li> </ul>	<ul> <li>1.1 Kindly introduce yourself to the group.</li> <li>1.2 Tutors share any successes and issues they had when using ICT tools in a previous semester <i>employing</i> <i>talk for learning</i> <i>strategies.</i></li> </ul>	20 111115
	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	1.4. Read the purpose, the	
purpose, the learning	learning outcomes and	
outcomes and learning	learning indicators of	
indicators of the manual	the manual and use the	
and use the think-pair-	think-pair-share	
share approach to share	approach to share your	
their views about how	views about how the	
the manual can help	manual can help you to	
them to integrate ICT	integrate ICT into their	
into their lessons.	lessons.	
Distinctive aspects	Distinctive aspects	
Lead tutors to discuss ICT	Tutors to discuss ICT	
tool(s) they are familiar	tool(s) they are familiar	
with and any unique	with and any unique	
qualities of these ICT tool(s)	qualities of these ICT	
as learning tools that they	tool(s) as learning tools	
can identify.	that they can identify.	
Note:	Note:	
The following are the	The following are the	
distinctive aspects that this	distinctive aspects that	
manual has considered:	this manual has	
Reading literacy, writing	considered:	
literacy, numeracy,	Reading literacy, writing	
information literacy, ICT		
[information and	literacy, numeracy, information literacy, ICT	
-	• •	
communications	[information and	
technologies] digital	communications	
literacy, communication	technologies] digital	
and can be described	literacy, communication	
broadly as learning	and can be described	
domains.	broadly as learning	
	domains.	
1 E Ack tutors to pair with a	1 E Dair with a colleague	
1.5 Ask tutors to pair with a	1.5 Pair with a colleague	
colleague and share	and share your views	
their views about the ICT	about the ICT tools	
tools that they have	that you have used in	
used in their everyday	your everyday life and	
life and how the unique	how the unique	
qualities of these tool(s)	qualities of these	
can be incorporated into	tool(s) can be	
their classroom	incorporated into your	
teaching.	classroom teaching.	

	<ul> <li>1.6 In groups ask tutors to write on a flip chart using Concept Cartoons:</li> <li>a. ICT tool (s) tutors are familiar with. e.g., email, mobile phones, computers, slides, animation, zoom, telegram, etc.</li> </ul>	<ul> <li>1.6 In groups, write on a flip chart using Concept Cartoons:</li> <li>a. The distinctive features of ICT tool(s) you are familiar with</li> </ul>	
	<ul> <li>b. ICT tool(s) tutors use and integrate in their teaching at the College of Education</li> </ul>	<ul> <li>b. CT tools you use and</li> <li>integrate in your teaching</li> <li>at the College of</li> <li>Education.</li> </ul>	
	1.7 Let tutors present their findings via <i>radio</i> <i>reporting.</i>	1.7 Present your findings via <i>radio reporting.</i>	
2. Concept	Concept Development	Concept Development	25 mins
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	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.	2.1. Discuss the sub-topic, assigned to you with your partner and share your views with the larger group	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	<ul> <li>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.</li> <li>E.g. computers can do everything a teacher can do</li> </ul>	<ul> <li>2.2 In pairs, discuss misconceptions in teaching and learning with ICT tool (s) and share possible ways of addressing them.</li> <li>E.g. computers can do everything a teacher can do</li> </ul>	

				,
		2.3 Ask tutors to outline	2.3 Outline possible	
		possible challenging	challenging areas in	
		areas in teaching with	teaching with ICT	
		ICT tool(s) taking into	tool(s) taking into	
		consideration GESI (e. g.	consideration GESI (e.	
		identifying areas in the	•	
		, .	g. identifying areas in	
		curriculum where	the curriculum where	
		stereotypes are	stereotypes are	
		reinforced and	reinforced and	
		addressing these).	addressing these).	
3.	Planning for	Teaching and learning	Teaching and learning	40 mins
	teaching, learning	activities:	activities:	
	and assessment			
	activities for the	3.1. Discuss with tutors,	3.1 Discuss general ICT	
	lesson/s	general ICT tools for	tools for teaching and	
	-	-	-	
•	Reading and	teaching and learning	learning	
	discussion of the			
	teaching and	Desktop and laptops	Desktop and laptops	
	learning activities	computers, Projector,	computers, Projector,	
•	Noting and	Digital cameras, Printer,	Digital cameras, Printer,	
	addressing areas	Photocopier, tablets,	Photocopier, tablets,	
	where tutors may	Popplet, Pen Drive, Ipods,	Popplet, Pen Drive, Ipods,	
	, require	Ipads, Webboards,	Ipads, Webboards,	
	clarification	Scanners, Microphones,	Scanners, Microphones,	
	Noting	interactive white board,	interactive white board,	
•	-	-	-	
	opportunities for	DVDs and CDs Flash discs,	DVDs and CDs Flash discs,	
	making links to the	video Games	video Games	
	Basic School			
	Curriculum	E.g.,	E.g.,	
•	Noting	Geomaths	Geomaths	
	opportunities for	Maths kits	Maths kits	
	integrating: GESI	Microsoft maths solver	Microsoft maths solver	
	responsiveness	Photomaths	Photomaths	
	and ICT and 21 <sup>st</sup> C	Scratch	Scratch	
	skills	kasahorow	kasahorow	
•	Reading,			
1	discussion, and	Software	Software	
1	identification of			
1		Office Professional	Office Professional	
	continuous	– E.g. XP.	– E.g. XP.	
	assessment	Good photo	Good photo	
	opportunities in	software e.g.	software e.g.	
	the lesson. Each	Microsoft Digital	Microsoft Digital	
	lesson should	<u>Photo Suite</u>	<u>Photo Suite</u>	
	include at least	• "Photostory 2	"Photostory 2	
	two opportunities	comes with service	comes with service	
1	to use continuous	pack 2.	pack 2.	
L				ı

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

https://youtu.be/cnkKHL_d yGE Creativity https://www.youtube.com/	https://youtu.be/cnkKHL dyGE Creativity https://www.youtube.co	
<u>watch?v=qV7DiTFdtvw</u> Hands-On Learning <u>https://youtu.be/vYUNfJ9IK</u> <u>ZS</u> Effective Written and Oral	<u>m/watch?v=qV7DiTFdtvw</u> Hands-On Learning <u>https://youtu.be/vYUNfJ9I</u> <u>Kzs</u> Effective Written and Oral	
Communication https://www.youtube.com/ watch?v=D5hMN_XkPQA	Communication https://www.youtube.com/ watch?v=D5hMN_XkPQA	
Ethical Decision Making https://youtu.be/Iwk8dGFn <u>1tY</u>	Ethical Decision Making https://youtu.be/Iwk8dGF n1tY	
Information and Media Literacy <u>https://youtu.be/bjYhmTC3</u> Irc	Information and Media Literacy <u>https://youtu.be/bjYhmTC</u> <u>3lrc</u>	
Critical Thinking https://youtu.be/y7iMEH7j GFk https://youtu.be/88DoGrqE uJk	Critical Thinking https://youtu.be/y7iMEH7 jGFk https://youtu.be/88DoGrq EuJk	
Leadership https://youtu.be/- NF10F6bX_g	Leadership https://youtu.be/- NF10F6bX_g	
Personal Responsibility and Initiative https://youtu.be/nRE131Er clM	Personal Responsibility and Initiative https://youtu.be/nRE131E rclM	
3.2 Lead tutors to discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.	3.2 Discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.	
<b>E.g.,</b> Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,	<b>E.g.,</b> Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,	

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

		1	1	,
		https://www.youtube.com/	https://www.youtube.co	
		watch?v=k8nMh71ky4Y	m/watch?v=k8nMh71ky4Y	
		3.4 Ask tutors to suggest	3.4 Suggest ICT-mediated	
		ICT-mediated teaching,	teaching, learning and	
		learning and assessment	assessment activities in	
		activities in their	your respective	
		respective subjects	subjects. aking into	
		taking into account GESI.	account GESI.	
		E.g., Making reasonable	E.g., Making reasonable	
		adjustments using ICT for	adjustments for physically	
		physically challenged	challenged learners.	
		learners.		
		E.g. Both male and female	Both male and female	
		learners playing leading	learners playing leading	
		roles in ICT-based group	roles in a group task.	
		tasks.		
		3.5 Let tutors present their	3.5 Present your findings	
		findings to the larger	to the larger group	
		group		
•	Evaluation and	4.1 Ask tutors to identifying	4.1 Identifying any	5 mins
	review of	any outstanding issues	outstanding issues	
	session:	relating to the lesson/s	relating to the lesson/s	
•	Tutors need to	for clarification	for clarification.	
	identify critical			
	friends to observe	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
	lessons and report	critical friend who will	who will observe your	
	at next session	observe their first lesson	first lesson and give	
	Identifying and	and give them feedback	you feedback on how	
	addressing any	on how they integrated	you integrated ICT in	
	outstanding issues	ICT in the lesson.	the lesson.	
	relating to the			
	lesson/s for			
	•			
	clarification			



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#### 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	Introduction to the semester	Introduction to the semester	20 mins
<ul> <li>session one</li> <li>Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>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.</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French (a riddle), Example.</li> <li>Qu'est-ce qui est poilu à l'extérieur et humide à l'intérieur ?</li> <li>Réponse : noix de coco)</li> <li>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.</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French (a riddle), Example.</li> <li>Qu'est-ce qui est poilu à l'extérieur et humide à l'intérieur ?</li> <li>1.2 Tell how useful the Year 1, Semester 2 PD sessions were and how these would influence your teaching in the current semester.</li> </ul>	

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

lesson.	quiz/interim assessment,	quiz/interim
NB SL/HoD should ask	class assignment, a copy	assessment, class
tutors to plan for their	of presentations by	assignment, a copy of
teaching as they go	student teachers, a copy	presentations by
• • •		
through the PD session	of work by groups etc.	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	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
	the pupil to overcome	strategies to help pupil
	the challenge.	to overcome the
		challenge.
	<u>1b: Introduction to PDS 1</u>	<u>1b: Introduction to PDS 1</u>
	<ol> <li>1.8 Brainstorm with the tutors on the title of lesson 1 of each course.</li> <li>Example.</li> </ol>	1.8 Brainstorm on the title of lesson 1 of each course. <i>Example</i> .
	Nature of French and	Nature of French and
	,	3
	Communication in	Communication in
	Communication in Specific Contexts	Communication in Specific Contexts
		Communication in Specific Contexts i. History and variety of
	Specific Contexts	Specific Contexts
	Specific Contexts i. History and variety of	Specific Contexts i. History and variety of
	Specific Contexts i. History and variety of the French language JHS French Curriculum	Specific Contexts i. History and variety of the French language JHS French Curriculum
	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the
	Specific Contexts i. History and variety of the French language JHS French Curriculum	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum
	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the
	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum Introduction to Linguistics	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum Introduction to Linguistics
	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum Introduction to Linguistics of French	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum Introduction to Linguistics of French
	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum Introduction to Linguistics of French	Specific Contexts i. History and variety of the French language JHS French Curriculum ii. Understanding the Concept of Curriculum Introduction to Linguistics of French
	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.	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
	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	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
	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,	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.
	<ul> <li>Specific Contexts</li> <li>i. History and variety of the French language</li> <li>JHS French Curriculum</li> <li>ii. Understanding the Concept of Curriculum</li> <li>Introduction to Linguistics of French</li> <li>iii. Linguistics as a Science.</li> <li>1.9 Ask tutors to read the description of lesson 1, and identify key themes to be taught. Example:</li> <li>Nature of French and</li> </ul>	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:
	<ul> <li>Specific Contexts</li> <li>i. History and variety of the French language</li> <li>JHS French Curriculum</li> <li>ii. Understanding the Concept of Curriculum</li> <li>Introduction to Linguistics of French</li> <li>iii. Linguistics as a Science.</li> <li>1.9 Ask tutors to read the description of lesson 1, and identify key themes to be taught. Example:</li> </ul>	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.

	i. History and evolution of	Specific Contexts	
	the French language	i. History and evolution of the French language	
	JHS French Curriculum	JHS French Curriculum	
	ii. Curriculum design, development and	ii. Curriculum design, development and	
	implementation	implementation	
	Introduction to Linguistics of French	Introduction to Linguistics of French	
	iii. The concept of	iii. The concept of	
	linguistics	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.	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	Example: Nature of French and	
	Communication in Specific Contexts	Communication in Specific Contexts	
	<i>i.</i> Origine et histoire de la	i. Origine et histoire de la	
	langue française	langue française	
	JHS French Curriculum	JHS French Curriculum	
	ii. 'Modèles de curriculum'	ii. 'Modèles de curriculum'	
	Introduction to Linguistics of French	Introduction to Linguistics of French	
	iii. 'Langue et Linguistique'	iii. 'Langue et Linguistique'	
2. Concept	2.1 Ask tutors to identify	2.1 Identify possible	15 mins
Development (New	possible barriers to the	barriers to the new	
learning likely to arise in lesson/s):	new learning/lesson Example.	learning/lesson Example.	
<ul> <li>Identification and</li> </ul>	<i>i.</i> Student teachers'	<i>i.</i> Student teachers'	
discussion of new	linguistic background,	linguistic background	
learning, potential	ii. Inadequate reading	ii. Inadequate reading	
barriers to learning	materials	materials	
for student teachers	iii. Large class size.	iii. Large class size.	

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

	require clarification	Example:	Example:
•	Noting	Nature of French and	Nature of French and
	•	Communication in Specific	Communication in Specific
	opportunities for	Contexts	Contexts
	making links to the	i. Differences between	i. Differences between
	Basic School		
	Curriculum	the following:	the following:
•	Noting	a. Variétés de langue :	a. Variétés de langue :
	opportunities for	eg. québécoise,	eg. québécoise,
	integrating: GESI	canadienne,	canadienne,
	responsiveness and	française, belge,	française, belge,
	ICT and 21 <sup>st</sup> C skills	suisseetc	suisseetc
•	Reading, discussion,	b. Registre de langue :	b. Registre de langue :
	and identification of	eg, familier, courant,	eg, familier,
	continuous	soutenu	courant, soutenu.
	assessment	JHS French Curriculum	JHS French Curriculum
	opportunities in the	ii. Distinction between	ii. Distinction between
	lesson. Each lesson	Syllabus and	Syllabus and
	should include at	Curriculum	Curriculum
	least two	Introduction to Linguistics	Introduction to Linguistics
	opportunities to use	of French	of French
	continuous	iii. Differences between	iii. Differences between
	assessment to	"langue" et "parole"	"langue" et "parole"
	support student		
	teacher learning	3.3 Ask tutors, in pairs, to	3.3 In pairs, discuss and
•	Resources:	discuss and share with	share with the whole
	<ul> <li>links to the</li> </ul>	the whole group how to	group how to integrate
	existing PD	integrate the core	the core transferable
	Themes, for	transferable skills in the	skills in the lesson and
	example, action	lesson and GESI in both	GESI in both B. Ed. and
	research,	B. Ed. and Basic school	Basic school curricula
	questioning and	curricula into the	into the teaching and
	to other external	teaching and learning	learning activities. NTS
	reference	activities. NTS 1a, 1b,	1a, 1b, 2c, 3f, 3g
	material:	2c, 3f, 3g	
	literature, on web,	<b>NB</b> . Use an IT tool	<b>NB</b> . Use an IT tool
	Utube, physical	(PowerPoint, YouTube	(PowerPoint, YouTube
	resources, power	etc) and take into	etc) and take into
	point; how they	consideration, equal	consideration, equal
	should be used.	representation for male/	representation for
	Consideration	female or learners with	male/female or
	needs to be given	special needs during	learners with special
	to local availability	group presentations.	needs during group
	<ul> <li>guidance on any</li> </ul>	g.eap presentations.	presentations.
	power point		
	presentations,	3.4 Ask tutors to read the	3.4 Read the assessment
	TLM or other	assessment components	components of the
	resources which	of the Lesson 1 of the	Lesson 1 of the Course
	need to be		

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

	<ul> <li><u>Variétés du français-Apprendre le français (lepointdufle.net)</u></li> <li>JHS French Curriculum</li> <li>Sample JHS French curriculum</li> <li>Introduction to Linguistics of French</li> <li><u>https://fr.slideshare.net/aleydarojas/linguistique/19/06/19</u>,</li> <li>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.</li> </ul>	<ul> <li><u>Variétés du français -</u> <u>Apprendre le français</u> <u>(lepointdufle.net)</u>,</li> <li>JHS French Curriculum         <ul> <li>Sample JHS French curriculum</li> <li>Introduction to Linguistics of French             <ul></ul></li></ul></li></ul>	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>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</li> <li>4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</li> </ul>	<ul> <li>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</li> <li>4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</li> </ul>	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.	
<b>Resources /TLM</b> . 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	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual
	individual or collaborative student	or collaborative student teacher work.
	teacher work.	
	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to enable	collection of student teachers' work
	student teachers to demonstrate	that has been selected and organized
τ	achieving one or more of the CLOs,	for a particular subject to show student
ISI	progress towards achieving	teacher's learning and progress to
WHAT IS IT?	identified NTS, development of	achieving the CLOs through examples
ΛH	knowledge and understanding of:	of his or her best work.
>	the Basic School Curriculum, GESI	
	responsiveness, using ICT mand	
	21stC skills	
	Introduction: a clear statement of	3 items of work produced during the
	aim and purpose	semester selected by student teachers
	Methodology: what the student	with tutor support during the semester
	teacher has done and why to	as best examples of their progress and
	achieve the aim and purpose of	200-word reflection on the items*
	the project	Or 2 items of work and
CONSTITUENTS	Substantive or main section:	A mid semester assessment: case
n er	Presentation of any artifacts,	study, reflective note, quiz.
Ē	experiments, TLMs created for the	* For each item they select, Student
ISN	project; presentation, analysis, and	teacher's need to reflect on
CO	interpretation of what has been	progress against identified NTS;
-	done, learned, or found out in	achieving CLOs; increased knowledge
	relation to focus of the project.	and understanding of the Basic School
	<b>Conclusion:</b> Statement of the key	Curriculum, GESI responsiveness,
	outcomes of the project; reflection	integration of ICT and how they could
	on what the student teacher has	have approached developing the item
	learnt	differently to achieve a better outcome
	Overall weighting of project = 30%	Overall weighting of project = 30%
	Weighting of individual parts of	Weighting of individual parts of
	project out of 100	portfolio out of 100
	<ul> <li>Introduction – 10</li> </ul>	i(a). Each of the three (3) items
	<ul> <li>Methodology – 20</li> </ul>	selected by the student teacher is 30 %
LHG	<ul> <li>Substantive section – 40</li> </ul>	(90%).
WEIGHT	Conclusion – 30	i(b) Presentation and organisation of
3		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%

		End of semester Exam, weight 40%. To assess: achievement of one or more
EXAM	5	of the CLOs, progress towards achieving identified NTS, development of
	XAI	knowledge and understanding of the Basic School Curriculum, ability to use
	Ξ	GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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.	<b>Guidance notes on Leading</b> <b>the session.</b> 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ol>	<ul> <li>Introduction to the session</li> <li>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? I'hirondelle</li> <li>1.2 Through think-pair- share, ask tutors and the Critical Friend to reflect</li> </ul>	<ul> <li>Introduction to the session</li> <li>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?</li> <li>1.2 Through think-pair- share and with Critical Friend, reflect on</li> </ul>	20 mins

on Lesson 1 and share	Lesson 1 and share
	what lessons you
what lessons they learne.	learnt.
1 3 Ask tutors to read	1.3 Read Lessons 2's
	description in the
•	manual for discussion.
discussion	
1.4 Projectore with tutors	1.4 Brainstorm on
,	
•	possible content/new
-	learning of lesson 2 as
	indicated in the
	description of the
•	manual. <b>eg</b> .
-	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	linguistique
1.5 Let tutors, in pairs,	1.5 In pairs, discuss the
· • ·	LOs and LIs in the
	Manual, and indicate
	how they are related
-	to student teachers'
	relevant previous
	knowledge.
premous kilomicaBei	
1.6 Lead tutors to discuss	1.6 Discuss how to
how to integrate	integrate crosscutting
crosscutting issues	issues (gender
(gender equality and	equality and social
social inclusion (GESI),	inclusion (GESI), ICT)
ICT) in the delivery of the	in the delivery of the
lessons. e <b>g</b> . Digital	lessons. e <b>g</b> . <i>Digital</i>
literacy/ ICT, Cultural	literacy/ ICT, Cultural
diversity, Equity and	diversity, Equity and
inclusivity in group	inclusivity in group
	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

2. Concept	Concept Development	Concept Development	15 mins
<ul> <li>Development (New learning likely to arise in lesson/s):</li> <li>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</li> <li>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</li> </ul>	<ul> <li>2.1 In groups, let tutors read the topics of the Lesson 2 and discuss possible subtopics under them. eg.</li> <li>Nature of French and Communication in Specific Contexts <ul> <li>Difficultés grammaticales,</li> </ul> </li> <li>JHS French curriculum, <ul> <li>Structure of JHS French curriculum,</li> </ul> </li> <li>Introduction to Linguistics of French <ul> <li>Ia phonétique et la phonologie</li> </ul> </li> <li>2.2 Let tutors in groups identify possible barriers in teaching the subtopics / concepts. eg. <ul> <li>Student teachers' limited repertoire of French lexical items</li> <li>Limited copies of sample French curriculum</li> <li>Inadequate knowledge in the use of language</li> </ul> </li> <li>Expected responses <ul> <li>Take student teachers through more language games to enhance their vocabulary</li> <li>Provide copies or extract of the curriculum to be exploited for a lesson.</li> <li>Create more language activities leading to the use of the sound of language.</li> </ul></li></ul>	<ul> <li>2.1 In groups, read the topics of the Lesson 2 and discuss possible subtopics under them. eg.</li> <li>Nature of French and Communication in Specific Contexts <ul> <li>i. Difficultés grammaticales,</li> </ul> </li> <li>JHS French curriculum,</li> <li>ii. Structure of JHS French curriculum,</li> <li>Introduction to Linguistics of French <ul> <li>iii. Ia phonétique et Ia phonologie</li> </ul> </li> <li>2.2 In groups, identify possible barriers in teaching the subtopics / concepts. eg. <ul> <li>i. Student teachers' limited repertoire of French lexical items</li> <li>ii. Limited copies of sample French curriculum</li> <li>iii. Inadequate knowledge in the use of language</li> </ul> </li> </ul>	

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

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

	og	00	
	<b>eg.</b> Nature of French and	<b>eg.</b> Nature of French and	
	Communication in Specific	Communication in Specific	
	Contexts	Contexts	
	i. <u>https://www.linguistiq</u>	i. <u>https://www.linguistiq</u>	
	uefrancaise.org/articles	uefrancaise.org/article	
	/cmlf/pdf/2008/01/cml	s/cmlf/pdf/2008/01/c	
	f08230.pdf/25/8/2021	mlf08230.pdf/25/8/20	
	JHS French Curriculum	21	
	ii. <u>http://nacca.gov.gh</u>	JHS French Curriculum	
	Introduction to Linguistics	ii. <u>http://nacca.gov.gh</u>	
	of French	Introduction to Linguistics	
	iii. <u>https://www.thpanora</u>	of French	
	ma.com/blog/cultura-	iii. <u>https://www.thpanor</u>	
	<u>general/cules-son-las-</u>	ama.com/blog/cultur	
	ramas-de-la-	<u>a-general/cules-son-</u>	
	<u>lingstica.html/25/8/202</u> <u>1</u>	<u>las-ramas-de-la-</u> lingstica.html/25/8/2	
	<u> </u>	021	
		<u></u>	
	3.7 Ask tutors to prepare a	3.7 Prepare a report on	
	report on the resources	the resources used in	
	used in the lesson 2 and	the lesson 2 and any	
	any other ones they might have introduced	other ones they might have introduced in the	
	in the delivery of this	delivery of this lesson	
	lesson for discussion	for discussion during	
	during next PD session.	next PD session.	
	<u> </u>		
4. Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
review of session:	session	session	
Tutors should	4.1 Remind tutors to	1 1 Identify a Critical	
Identifying critical friends to observe	identify a Critical Friend	4.1 Identify a Critical Friend from the same	
lessons and report	from the same or	or related area, to	
at next session.	related area, to observe	observe you lesson	
<ul> <li>Identifying and</li> </ul>	their lesson during the	during the enactment.	
addressing any	enactment. Let the	Let the Critical friend	
outstanding issues	Critical friend share his	share his or her	
relating to the	or her observation	observation during the	
lesson/s for	during the next PDS.	next PDS. NTS 1a	
clarification	NTS 1a		
	4.2 Ask tutors to	4.2 Individually write	
	individually write down	down unresolved	

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	
<b>Prior knowledge:</b> 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.	
<b>Resources /TLM</b> . 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%

	End of semester Exam, weight 40%. To assess: achievement of one or more
5	of the CLOs, progress towards achieving identified NTS, development of
EXAM	knowledge and understanding of the Basic School Curriculum, ability to use
Û	GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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 3 for Lesson 3 in the Course Manual

- 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and</li> </ol>	<ul> <li>1.1 Start the PD session with an icebreaker in French (What do you know? Fastest answer within 5 seconds.) eg.</li> <li>Je suis un pays en Afrique de l'Ouest. Mon nom commence par "s".</li> <li>Réponse : le Sierra Leone, le Sénégal,</li> <li>1.2 Ask the Critical Friend for Lesson 2 and tutors to reflect individually on the previous week's</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French (<i>What do you</i> <i>know</i>? Fastest answer within 5 seconds. eg.</li> <li>Je suis un pays en Afrique de l'Ouest. Mon nom commence par "s".</li> <li>1.2 Together with the Critical Friend for Lesson 2, reflect individually on the</li> </ul>	20 mins

· · ·		· · ·	I
<ul> <li>indicators</li> <li>Overview of content and identification of any distinctive</li> </ul>	session and share their experiences.	previous week's session and share your experiences.	
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.	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	1.3 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	
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	<ul> <li>1.4 Ask tutors to identify the sub-titles of Lesson 3 of the course.</li> <li>Example:</li> <li>Nature of French and Communication in Specific Contexts <ol> <li>Français des affaires</li> </ol> </li> </ul>	<ul> <li>1.4 Identify the sub-titles of Lesson 3 of the course</li> <li>Example:</li> <li>Nature of French and</li> <li>Communication in Specific</li> <li>Contexts <ol> <li>Français des affaires</li> </ol> </li> </ul>	
	JHS French Curriculum ii. Structure of the JHS programme	JHS French Curriculum ii. Structure of the JHS programme	
	Introduction to Linguistics of French iii. Linguistique grammaticale et linguistique non grammaticale	Introduction to Linguistics of French iii. Linguistique grammaticale et linguistique non grammaticale	
	<ul> <li>1.5 Ask tutors to read the description of Lesson 3, and identify key themes to be taught. eg:</li> <li>Nature of French and Communication in Specific Contexts <ul> <li>i. Discovery of a repertoire of appropriate vocabulary and expressions</li> </ul> </li> </ul>	1.5 Read and identify key themes to be taught in Lesson 3 of each course.	

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

<ul> <li>3. Planning for teaching, learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and</li> </ul>	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
	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.	
	<ul> <li>2.2 In pairs, ask tutors to discuss new concepts of the lesson. Example:</li> <li>Nature of French and Communication in Specific Contexts</li> <li>French for Business</li> <li>JHS French Curriculum</li> <li>Structure of the JHS programme</li> <li>Introduction to Linguistics of French</li> <li>The discussion of aspects of grammatical and non-grammatical linguistics</li> </ul>	<ul> <li>2.2 In pairs, discuss new concepts of the lesson. Example:</li> <li>Nature of French and Communication in Specific Contexts</li> <li>French for Business JHS French Curriculum</li> <li>Structure of the JHS programme</li> <li>Introduction to Linguistics of French</li> <li>The discussion of aspects of grammatical and non-grammatical linguistics</li> </ul>	
	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.		

	learning activities	3.2 Ask a tutor in the group	3.2 Present the areas
•	Noting and	to present the areas	identified in the
	addressing areas	identified in the	teaching and learning
	where tutors may	teaching and learning	activities for whole
	require clarification	activities for whole	group discussion.
•	Noting	group discussion.	
	opportunities for	Eg:	Eg:
	making links to the	i. Vocabulary on : Le	i. Vocabulary on : ex : Le
	Basic School	secrétariat/ La banque/	secrétariat
	Curriculum	L'entreprise	
•	Noting	ii. French language policy	ii. French language policy
	opportunities for	in Ghana and available	in Ghana and available
	integrating: GESI	programmes for French	programmes for French
	responsiveness and	studies.	studies.
	ICT and 21 <sup>st</sup> C skills	iii. The sub-fields of	iii. The sub-fields of
•	Reading,	Linguistics and discuss	Linguistics and discuss
	discussion, and	their relevance and	their relevance and
	identification of	implications in	implications in
	continuous	teaching and learning.	teaching and learning.
	assessment		
	opportunities in	3.3 Ask tutors, in groups of	3.3 In groups of two,
	the lesson. Each	two, to discuss and	discuss and share with
	lesson should	share with the whole	the whole group how
	include at least two	group how to integrate	to integrate the core
	opportunities to	the core transferable	transferable skills in
	use continuous	skills in the lesson and	the lesson and GESI in
	assessment to	GESI in both B. Ed. and	both B. Ed. and Basic
	support student	Basic school curricula	school curricula into
	teacher learning	into the teaching and	the teaching and
•	Resources:	learning activities. NTS	learning activities. NTS
	<ul> <li>links to the</li> </ul>	1a, 1b, 2c, 3f, 3g	1a, 1b, 2c, 3f, 3g
	existing PD	Eg. Use an IT tool	Eg. Use an IT tool
	Themes, for	(PowerPoint, YouTube, etc)	(PowerPoint, YouTube etc)
	example, action	and take into consideration,	and take into
	research,	equal representation for	consideration, equal
	questioning and	male/female or learners	representation for
	to other	with special needs during	male/female or learners
	external	group presentations.	with special needs during
	reference		group presentations.
	material:	3.4 In groups, ask tutors to	3.4 In groups, prepare and
	literature, on		3.4 In groups, prepare and simulate classroom
	web, Utube,	prepare and simulate classroom scenario by	
	physical	making a presentation	scenario by making a
	resources, power	• •	presentation on a given topic for assessment.
	point; how they	on a given topic for	-
	should be used.	assessment. Use Talk for	Use Talk for learning
	Consideration	learning with talking	with talking point; pdp
	needs to be given	point; pdp Theme 3.	Theme 3.

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

	1.1	1.1	1
	Introduction to Linguistics	Introduction to Linguistics	
	of French	of French	
	iii. Grevisse, M. (2011). <i>Le</i>	iii. Grevisse, M. (2011). <i>Le</i>	
	Bon Usage, grammaire	Bon Usage, grammaire	
	française, Paris: Duculot.	française, Paris: Duculot.	
	iv. Chiss, JL. & Filiolet, J.	iv. Chiss, JL. & Filiolet, J.	
	(2001). Introduction à la	(2001). Introduction à	
	linguistique française,	la linguistique	
	tome 1, notions	française, tome 1,	
	fondamentales,	notions fondamentales,	
	phonétique, lexique.	phonétique, lexique.	
	Paris: Hachette.	Paris: Hachette.	
	NB. Remind tutors to	<b>NB</b> . Note down to prepare	
	prepare a report on the	a report on how you used	
	resources used in the lesson	the resources presented	
	3 and any other ones they	by PDC in the lesson 3 and	
	might have introduced in	any other ones you might	
	the delivery of this lesson	have introduced in the	
	for discussion during next	delivery of your lesson for	
	PD session.	discussion during next PD	
		session.	
4. Evaluation and	4.1 Remind tutors to	4.1 Identify a Critical	15 mins
review of session:	identify a Critical Friend	Friend from the same	
Tutors should	from the same or	or related subject area,	
Identifying critical	related subject area, to	to observe your lesson	
friends to observe	observe their lesson	during the enactment.	
lessons and report	during the enactment.	Let the Critical friend	
at next session.	Let the Critical friend	share his or her	
<ul> <li>Identifying and</li> </ul>	share his or her	observation during the	
addressing any	observation during the	next PDS. <b>NTS 1a</b>	
outstanding issues	next PDS. NTS 1a		
relating to the			
lesson/s for	4.2 Ask tutors to	4.2 Individually write	
clarification	individually write down	down issues observed	
	issues observed about	about a lesson you	
	the lesson delivered and	delivered and share	
	share it with the whole	with the whole group	
	group for discussion.	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	
<b>Prior knowledge:</b> 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	
<b>pedagogy</b> 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.	
<b>Resources /TLM</b> . 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	<b>The Subject Portfolio</b> 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 21 <sup>st</sup> C skills in teaching
		and learning

#### Name of Subject/s: FRENCH

A: Nature of French and Communication in Specific ContextsB: The Junior High School CurriculumC: Introduction to Linguistics of French

## Tutor PD Session 4 for Lesson 4 in the Course Manual

- 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	Introduction to the session	Introduction to the session	20 mins
<ul> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content</li> </ul>	<ul> <li>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.</li> <li>1.2 Ask the Critical Friend to share his/her</li> </ul>	<ul> <li>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</li> <li>1.2 Listen and discuss with Critical friend his/her</li> </ul>	

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

the SL/HoD	The Junior High School	The Junior High School	
NB The guidance for	Curriculum	Curriculum	
SL/HoD should set out			
what they need to do	ii. Student teacher's	ii. Student teacher's	
to introduce and	inadequate experience	inadequate experience	
explain the issues/s	on educational issues in	on educational issues in Ghana.	
with tutors	Ghana.	in Ghana.	
	Introduction to Linguistics	Introduction to Linguistics	
	of French	of French	
	iii. Ignorance of Internet	iii. Ignorance of Internet	
	resources for learning	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		
	practice		
	2.2 Lead tutors to identify	2.2 Identify and discuss	
	and discuss pedagogical	pedagogical needs	
	needs such as: creative	such as: creative	
	approaches	approaches	
	(storytelling, language	(storytelling, language	
	games), group work,	games), group work,	
	think-pair-share, in the delivery of the lessons.	think-pair-share, in the delivery of the lessons	
	2.3 Lead tutors to identify	2.3 Identify and discuss	
	and discuss pedagogical	pedagogical needs	
	needs such as: creative	such as: creative	
	approaches (storytelling	approaches	
	/ language games),	(storytelling / language	
	group work, think-pair-	games), group work,	
	share, in the delivery of the lessons.	think-pair-share, in the delivery of the lessons.	
		-	
3. Planning for	3.1 Ask tutors in groups to	3.1 In groups, read the	40 mins
teaching, learning and assessment	read the teaching and learning activities and	teaching and learning activities and identify	
activities for the	identify areas for	areas for discussion.	
lesson/s	discussion.		
	4.00400.0111	1	

	Deciliar and	2.2 Ask a tutor in the group	2.2 Dresent the erece
•	Reading and	3.2 Ask a tutor in the group	3.2 Present the areas
	discussion of the	to present the areas	identified in the
	teaching and	identified in the	teaching and learning
	learning activities	teaching and learning	activities for whole
•	Noting and	activities for whole	group discussion.
	addressing areas	group discussion.	
	-	Eg:	Eg:
	where tutors may	-	-
	require clarification		i. Nature of French and
•	Noting	Communication in	Communication in
	opportunities for	Specific Contexts	Specific Contexts
	making links to the	Common expressions and	Common expressions and
	Basic School	their usage:	their usage:
	Curriculum	• Bienvenue/ soyez le/la	Bienvenue/ soyez le/la
		bienvenu(e)/ Je vous en	bienvenu(e)/ Je vous
•	Noting		
1	opportunities for	prie/Je t'en prie/c'est	en prie/Je t'en
	integrating: GESI	gratuit/ enchanté(e)	prie/c'est gratuit/
	responsiveness and	(e)/excusez-	enchanté(e)
	ICT and 21 <sup>st</sup> C skills	moi/pardonnez-	(e)/excusez-
•	Reading,	moi/pardon/ je vous	moi/pardonnez-
	discussion, and	remercie/merci	moi/pardon/ je vous
	identification of	beaucoupetc.	remercie/merci
		beddeodpetc.	beaucoupetc.
	continuous		beaucoupetc.
	assessment		
	opportunities in	ii. The Junior High School	ii. The Junior High School
	the lesson. Each	Curriculum	Curriculum
	lesson should	<ul> <li>Components of the</li> </ul>	Components of the JHS
	include at least two	JHS programme	programme
	opportunities to		
	use continuous	iii. Introduction to	iii. Introduction to
		Linguistics of French	Linguistics of French
	assessment to	-	_
	support student	Concepts of	Concepts of "langue"
	teacher learning	"langue" "langage" et	"langage" et "parole"
•	Resources:	"parole"	
	$\circ$ links to the		
	existing PD	3.3 Ask tutors, in pairs, to	3.3 In pairs, discuss and
	Themes, for	discuss and share with	share with the whole
	example, action	the whole group how to	group how to integrate
		integrate the core	the core transferable
	research,	transferable skills in the	skills in the lesson and
	questioning and		
	to other	lesson and GESI in both	GESI in both B. Ed. and
	external	B. Ed. and Common	Common Core
	reference	Core Programme into	Programme into the
	material:	the teaching and	teaching and learning
	literature, on	learning activities. NTS	activities. NTS 1a, 1b,
	web, youTube,	1a, 1b, 2c, 3f, 3g	2c, 3f, 3g
	•	Eg.	Eg.
	physical	<ul> <li>Use an IT tool</li> </ul>	<ul> <li>Use an IT tool</li> </ul>
	resources,		

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

	<ul> <li>La notion de la linguistique</li> <li>3.6 Ask tutors in groups to</li> </ul>	<ul> <li>La notion de linguistique</li> <li>3.6 In groups, identify and</li> </ul>	
	identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.	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)	
	Commun Core Programme The Junior High School French curriculum	Commun Core Programme The Junior High School French curriculum	
	CCP_French.pdf	CCP_French.pdf	
	Introduction to Linguistics of French La linguistique.pptx	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.	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:	4.1 Remind tutors to identify a Critical Friend	4.1 Identify a Critical Friend from the same	15 mins
<ul> <li>Tutors should</li> </ul>	from the same or	or related subject	
Identifying critical	related subject area, to	area, to observe your	
friends to observe	observe their lesson	lesson during the	
lessons and report	during the enactment.	enactment. Let the	

<ul> <li>at next session.</li> <li>Identifying and</li></ul>	Let the Critical friend	Critical friend share	
addressing any	share his or her	his or her observation	
outstanding issues	observation during the	during the next PDS.	
relating to the	next PDS. <b>NTS 1a</b>	<b>NTS 1a</b>	
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

### 1. <u>https://www.youtube.com/watch?v=DRmqLuTem1c</u>

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 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.	

<b>Building in STS:</b> 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.	
<b>Resources /TLM</b> . 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%

		End of semester Exam, weight 40%. To assess: achievement of one or more
	5	of the CLOs, progress towards achieving identified NTS, development of
	EXAM	knowledge and understanding of the Basic School Curriculum, ability to use
		GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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

- 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and</li> </ol>	<ul> <li>Introduction to the session</li> <li>1.1 Start the PD session with an icebreaker in French with a puzzle, eg.</li> <li>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</li> </ul>	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	1.2 Through think-pair- share, ask tutors and	1.2 Through think-pair- share, reflect on
<ul><li>indicators</li><li>Overview of</li></ul>	the Critical Friend to reflect on Lesson 4 and	Lesson 4 and share what lessons you
content and identification of	share what lessons they learnt.	learnt.
any distinctive aspects of the lesson/s,	1.3 Ask tutors to read Lesson 5's descriptions	1.3 Read Lessons 5's description in the
NB The guidance for SL/HoD should identify	in the manual for discussion	manual for discussion
and address any areas where tutors might require clarification on	1.4 Brainstorm with tutors, possible content/new	1.4 Brainstorm on possible content/new learning
any aspect of the lesson.	learning of lesson 5 as indicated in the	of lesson 5 as indicated in the
NB SL/HoD should ask tutors to plan for their	description of the manual. eg.	description of the manual. eg.
teaching as they go through the PD session	Nature of French and Communication in	Nature of French and Communication in
	Specific Contexts Les parties du discours JHS French Curriculum	Specific Contexts Les parties du discours JHS French Curriculum
	Contenu linguistique programme de Français	Contenu linguistique programme de Français
	Introduction to Linguistics of French	Introduction to Linguistics of French
	Trois concepts de linguistiques selon F. De Saussure	Trois concepts de linguistiques selon F. De Saussure
	1.5 Let tutors, in pairs, discuss the LOs and LIs	1.5 In pairs, discuss the LOs and LIs in the
	in the Manual, and indicate how they are	Manual, and indicate how they are related
	related to student teachers' relevant	to student teachers' relevant previous
	previous knowledge.	knowledge.
	1.6 Lead tutors to discuss how to integrate	1.6 Discuss how to integrate crosscutting
	crosscutting issues (gender equality and	issues (gender equality and social
	social inclusion (GESI), ICT) in the delivery of	inclusion (GESI), ICT) in the delivery of the
	the lessons. eg. Digital literacy/ ICT, Cultural	lessons. eg. Digital literacy/ ICT, Cultural

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

		vi. Prepare lecture notes		
		or links on linguistics for student teachers to		
		access.		
		2.3 Lead tutors to discuss how they can help	2.3 Discuss how you can help student teachers	
		student teachers to use	to use different	
		different strategies to	strategies to support	
		support learning of	learning of these areas	
		these areas in basic schools through STS	in basic schools through STS activities.	
		activities. <i>eg</i> .	eg. Storytelling, group	
		Storytelling, group work	work and talking point	
		and talking point.		
3.	Planning for	Teaching and learning	Teaching and learning	40 mins
	teaching, learning	activities for the lesson	activities for the lesson	
	and assessment activities for the	2.1 Ack tutors in groups to	2.1 In ground road the	
	lesson/s	3.1 Ask tutors in groups to read the teaching and	3.1 In groups, read the teaching and learning	
•	Reading and	learning activities on the	activities on the lesson	
	discussion of the	lesson and identify areas	and identify areas that	
	teaching and	that require	require clarification.	
	learning activities	clarification.	3.2 In group, present the	
•	Noting and addressing areas	3.2 Ask a tutor in the group	areas identified in the	
	where tutors may	to present the areas	manuals on the	
	require clarification	identified in the	teaching and learning	
•	Noting	manuals on the teaching	activities for whole	
	opportunities for	and learning activities for whole group	group discussion.	
	making links to the Basic School	discussion.		
	Curriculum		3.3 Discuss in groups and	
•	Noting	3.3 Ask tutors to discuss in	share with the whole	
	opportunities for	groups and share with	group how to integrate	
	integrating: GESI	the whole group how to integrate the core	the core <b>transferable</b> skills and <b>GESI</b> in the	
	responsiveness and ICT and 21 <sup>st</sup> C skills	transferable skills and	lesson into the	
•	Reading, discussion,	GESI in the lesson into	teaching and learning	
	and identification of	the teaching and	activities for both the	
	continuous	learning activities for	B.Ed. and the Basic	
	assessment	both the B.Ed. and the Basic School curricula.	School curricula. <b>NTS1a, 1b, 2c, 3f, 3g.</b>	
	opportunities in the lesson. Each lesson	NTS1a, 1b, 2c, 3f, 3g.	eq. Use an IT tool	
	should include at	eg. Use an IT tool	(PowerPoint, YouTube	
	least two	(PowerPoint, YouTube	video etc) and take	

opportunities to use continuous assessment to support student eacher learningvideo etc) and take into consideration, equal representation for male/female or learners during group presentationsinto consideration, equal representation for male/female or learners with special needs during group presentations• Resources: • links to the existing PDvideo etc) and take into consideration, equal representation for male/female or learners presentationsinto consideration, equal representation for male/female or learners presentations	
assessment to support student teacher learningrepresentation for male/female or learnersfor male/female or learners• Resources: o links to theduring group presentationspresentations	
support student teacher learningmale/female or learners with special needslearners with special needs during group presentations• Resources: o links to theduring group presentationspresentations	
teacher learningwith special needsneeds during group• Resources:during grouppresentations• links to thepresentations	
<ul> <li>Resources: during group presentations</li> <li>o links to the presentations</li> </ul>	
<ul> <li>links to the presentations</li> </ul>	
existing PD	
Themes, for 3.4 Ask tutors to read the 3.4 Read the assessment	
example, action assessment components components of the	
research, of the Lesson 5 of the Lesson 5 of the Course	
questioning and Course Manual and Manual and compare	
to other compare with the with the components	
external components prescribed prescribed by NTEAP.	
reference by NTEAP.	
material:	
literature, on Take note of these Take note of these	
web, YouTube, components: components:	
physical - Subject project - Subject project	
resources, power - Subject portfolio - Subject portfolio	
point; how they	
should be used. 3.5 In groups, lead tutors to 3.5 In groups, propose	
Consideration propose sample sample questions that	
needs to be given	
Nature of French and Nature of French and	
point	
presentations,	
resources avec exemples, cinq avec exemples, cinq	
which need to <i>parties du discours parties du discours</i>	
be developed	
to support JHS French Curriculum JHS French Curriculum	
learning <i>ii. Étudiez et Identifiez cinq ii. Étudiez et Identifiez</i>	
Tutors should be <i>éléments linguistiques</i> cinq éléments	
expected to have a dans le curriculum linguistiques dans le	
plan for the next français de JHS curriculum français de	
lesson for student JHS	
teachers	
Introduction to Linguistics Introduction to Linguistics	
of French of French	
iii. Discutez trois iii. Discutez trois	
implications de la implications de la	
linguistique linguistique	

	<ul> <li>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.</li> <li>Nature of French and Communication in Specific Contexts</li> <li>http://grammaire.revers o.net/1 1 01 Les parti es du discours- Generalites.shtml26/8/2 021</li> <li>JHS French Curriculum ii. http://nacca.gov.gh</li> <li>Introduction to Linguistics of French</li> <li>https://fac.umc.edu.dz/f Il/images/cours/Initiatio n%20à%20Ia%20Linguist ique%20S%20HEDDID.p df/26/8/2021</li> <li>NB. Remind tutors to prepare a report on the resources used in the</li> </ul>	<ul> <li>3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 5: eg.</li> <li>Nature of French and Communication in Specific Contexts</li> <li>i. http://grammaire.reve rso.net/1 1 01 Les p arties du discours-Generalites.shtml26/8/2021</li> <li>JHS French Curriculum <ul> <li>ii. http://nacca.gov.gh</li> </ul> </li> <li>Introduction to Linguistics of French</li> <li>iii. https://fac.umc.edu.dz /fll/images/cours/Initia tion%20à%20la%20Lin guistique%20S%20HED DID.pdf/26/8/2021</li> <li>NB. Note down to prepare a report on the resources used in the</li> </ul>	
	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.	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	Evaluation and review of	Evaluation and review of	15 mins
review of session:	session	session	
<ul> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> </ul>	4.1 Remind tutors to identify a Critical Friend from the same or related area, to observe	4.1 Identify a Critical Friend from the same or related area, to observe their lesson	
<ul> <li>Identifying and addressing any outstanding issues</li> </ul>	their lesson during the enactment. Let the Critical friend share his	during the enactment. Let the Critical friend share his or her	

relating to the lesson/s for clarification	or her observation during the next PDS. <b>NTS 1a</b>	observation during the next PDS. <b>NTS 1a</b>
	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

#### Age Levels/s: JHS

### 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

- 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the</li> </ol>	<ul> <li>Introduction to the session</li> <li>1.1 Start the PD session with an icebreaker in French with a song, eg. . Au clair de la lune</li> <li>1.2 Through think-pair- share, ask tutors and the Critical Friend to reflect on Lesson 5 and share what lessons they learnt.</li> </ul>	<ul> <li>Introduction to the session</li> <li>1.1 Start the PD session with an icebreaker in French with a song, eg. <i>Au clair de la lune</i></li> <li>1.2 Through think-pair- share, reflect on Lesson 5 and share what lessons you learnt.</li> </ul>	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	<ul> <li>1.3 Ask tutors to read Lessons 6's descriptions in the manuals for discussion.</li> <li>1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the description of the manual. eg.</li> <li>Nature of French and Communication in Specific Contexts <ul> <li>Complex sentences</li> <li>The Junior High School</li> </ul> </li> <li>French Curriculum <ul> <li>TLMs for teaching French</li> <li>Introduction to Linguistics</li> <li>of French <ul> <li>Théories de linguistiques</li> </ul> </li> <li>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.</li> </ul> </li> <li>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.</li> </ul>	<ul> <li>1.3 Read Lessons 6's descriptions in the manuals for discussion.</li> <li>1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the description of the manual. eg.</li> <li>Nature of French and Communication in Specific Contexts</li> <li>Complex sentences The Junior High School French Curriculum</li> <li>TLMs for teaching French Introduction to Linguistics of French</li> <li>Théories de linguistiques</li> <li>1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</li> <li>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</li> </ul>	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 In groups, ask tutors read the topics of the Lesson 5 and discuss	2.1 In groups, Read the topics of the Lesson 5	15 mins
<ul> <li>Identification and discussion of new</li> </ul>	possible subtopics under them. eg.	and discuss possible subtopics under them. eg.	

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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	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	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	
with tutors	<ul> <li>2.2 Ask tutors in groups identify possible barriers in teaching the subtopics / concepts. eg.</li> <li><i>i.</i> Inadequate knowledge in the use of some verbs.</li> <li><i>ii.</i> Limited copies of sample French curriculum</li> <li><i>iii.</i> Inadequate reading materials linguistics as a science</li> </ul>	<ul> <li>2.2 In groups, identify possible barriers in teaching the subtopics / concepts. eg.</li> <li><i>i.</i> Inadequate knowledge in the use of some verbs.</li> <li><i>ii.</i> Limited copies of sample French curriculum</li> <li><i>iii.</i> Inadequate reading materials linguistics as a science</li> </ul>	
	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. <b>eg</b> . 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. <b>eg</b> . Storytelling, group work and talking point.	
3. Planning for teaching, learning	Teaching and learning activities for the lesson	Teaching and learning activities for the lesson	40 mins
and assessment activities for the lesson/s	3.1 Ask tutors in groups to read the teaching and	3.1 In groups, read the teaching and learning	

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

Consideration needs to be given to local availability o guidance on any power point presentations, TLM or other resources which need to be	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	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	
<ul> <li>developed to support learning</li> <li>Tutors should be expected to have a plan for the next lesson for student</li> </ul>	The JHS French Curriculum ii. Étudiez et Identifiez cinq éléments linguistiques dans le curriculum français de JHS	The JHS French Curriculum ii. Étudiez et Identifiez cinq éléments linguistiques dans le curriculum français de JHS	
teachers	Introduction to Linguistics of French iii. Discutez trois implications de la linguistique	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:	3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the	
	eg. Nature of French and Communication in Specific Contexts <u>http://grammaire.reverso.n</u> et/1_1_01_Les_parties_du_	lesson 6: <b>eg.</b> Nature of French and Communication in Specific Contexts <u>http://grammaire.reverso.</u> <u>net/1_1_01_Les_parties_d</u>	
	<u>discours-</u> <u>Generalites.shtml26/8/202</u> <u>1</u> The JHS French Curriculum	<u>u_discours-</u> <u>Generalites.shtml26/8/20</u> <u>21</u> The JHS French Curriculum	
	http://nacca.gov.gh Introduction to Linguistics of French https://fac.umc.edu.dz/fll/i	http://nacca.gov.gh Introduction to Linguistics of French https://fac.umc.edu.dz/fll/	
	mages/cours/Initiation%20à %20Ia%20Linguistique%20S %20HEDDID.pdf/26/8/2021	images/cours/Initiation%2 <u>0à%20Ia%20Linguistique%</u> <u>20S%20HEDDID.pdf/26/8/</u> <u>2021</u>	

	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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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	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	15 mins
	<ul> <li>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.</li> <li>4.3 Ask tutors to read on the lessons in the manuals for the next session.</li> </ul>	<ul> <li>4.2 Individually write down unresolved issues observed about the lesson 6 delivered and share it with the whole group for clarification.</li> <li>4.3 Read on the lessons in the manuals for the next session.</li> </ul>	

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

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.	
<b>Age Specific Training:</b> 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.
List       assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving to identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills		<b>The Subject Portfolio</b> 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%

	End of semester Exam, weight 40%. To assess: achievement of one or more of
	the CLOs, progress towards achieving identified NTS, development of
EXAM	knowledge and understanding of the Basic School Curriculum, ability to use
EX	GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and</li> </ol>	<ul> <li>1.1 Start the PD session with an icebreaker in French (a song/ poem/a short game)</li> <li>1.2 Ask the Critical Friend for Lesson 6 and tutors to reflect individually on the previous week's session and share their experiences.</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French (a song/ poem/a short game)</li> <li>1.2 Together with the Critical Friend for Lesson 6, reflect individually on the previous week's session and share your experiences.</li> </ul>	20 mins

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

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

			I
	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 lascons	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	
<ul> <li>3. Planning for teaching, learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting and addressing areas</li> </ul>	<ul> <li>delivery of the lessons.</li> <li>3.1 Ask tutors to individually read the teaching and learning activities for Lesson 7 and identify areas for discussion.</li> <li>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole</li> </ul>	<ul> <li>3.1 Read the teaching and learning activities for Lesson 7 and identify areas for discussion.</li> <li>3.2 Present the areas identified in the teaching and learning activities for whole group discussion.</li> </ul>	40 mins
<ul> <li>where tutors may require clarification</li> <li>Noting opportunities for making links to the Basic School Curriculum</li> <li>Noting opportunities for</li> </ul>	group discussion. E.g., i. Phrase complexe : Propositions subordonnées circonstancielles ii. Principes structuraux et communicatifs du développement d'un	E.g., i. Phrase complexe : Propositions subordonnées circonstancielles ii. Principes structuraux et communicatifs du développement d'un	

		manual				
	integrating: GESI	manuel			manuel	
	responsiveness and	-	ondamentales:		lotions fondamentales:	
	ICT and 21 <sup>st</sup> C skills	la commu			a communauté.	
•	Reading, discussion,	8.3 Ask tutors,	in groups of	3.3	n groups of two,	
	and identification of	two, to di	scuss and		discuss and share with	
	continuous	share wit	n the whole		the whole group how	
	assessment	group how	w to integrate		to integrate the core	
	opportunities in the		ransferable		transferable skills in	
	lesson. Each lesson		e lesson and		the lesson and GESI in	
	should include at		oth B. Ed. and		both B. Ed. and Basic	
	least two		ool curricula		school curricula into	
	opportunities to use		eaching and		the teaching and	
	continuous	learning a	ctivities. NTS		learning activities. NTS	
	assessment to	1a, 1b, 2c	, 3f, 3g		1a, 1b, 2c, 3f, 3g	
	support student	g. Use an IT t	ool	Eg. l	Jse an IT tool	
	teacher learning	-	int, YouTube,	_	(PowerPoint,	
•	Resources:	etc) and t			YouTube etc) and	
	<ul> <li>Links to the</li> </ul>		tion, equal		take into	
	existing PD	represent	-		consideration, equal	
	-	male/fem			representation for	
	Themes, for	-	vith special		male/female or	
	example, action		•			
	research,		ring group		learners with special	
	questioning and	presentat	ions.		needs during group	
	to other external				presentations.	
	reference	8.4 In groups,	ask tutors to	3.4	n groups, prepare and	
	material:		nd simulate		simulate classroom	
	literature, on web,		scenario by		scenario by making a	
	Utube, physical		presentation		presentation on a	
	resources, power	_	-		•	
	point; how they	-	n topic for		given topic for	
	should be used.		nt. Use Talk		assessment. Use Talk	
	Consideration	for learnii	-		for learning with	
	needs to be given	talking po	int; pdp		talking point; pdp	
	to local availability	Theme 3.			Theme 3.	
	<ul> <li>Guidance on any</li> </ul>	Eg:		Eg:		
	power point	. Discuss at	least 3 points	i.	Discuss at least 3	
	presentations,	on the co	ncept of		points on the concept	
	TLM or other	propositio	on		of proposition	
	resources which	surbordor			surbordonnée	
	need to be		ind report on	ii.	Observe and report	
	developed to		features of		on at least 4 features	
	support learning		being used in		of textbooks being	
	•••		-			
•	Tutors should be	schools d	anns 212		used in schools	
	expected to have a				during STS	
	plan for the next		luring the STS,	iii.	Observe during the	
	lesson for student		variations			
	teachers	that exist	in the school		variations that exist	
		environm	ent. Write a		in the school	
		that exist	in the school			

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

review of session:identify a Critical FriendTutors shouldfrom the same orIdentifying criticalrelated subject area, tofriends to observeobserve their lessonlessons and reportduring the enactment.at next session.Let the Critical friendIdentifying andshare his or heraddressing anyobservation during theoutstanding issuesnext PDS. NTS 1a	<ul> <li>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. <b>NTS 1a</b></li> <li>4.2 Individually, write down issues observed about the lesson delivered and share it with the whole group for discussion.</li> </ul>	15 mins
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**NTEAP**: National Teacher Education Assessment Policy. **GESI**: Gender Equality and Social inclusion **PDS**: Professional Development Session

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	
<b>Prior knowledge:</b> 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	
<b>pedagogy</b> 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.	
<b>Age Specific Training:</b> 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	SUBJECT PORTFOLIO
CONFONENT	1 per course per semester,	1 per course per semester, individual or
	individual or collaborative student	collaborative student teacher work.
	teacher work.	
	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to enable	collection of student teachers' work that
	student teachers to demonstrate	has been selected and organized for a
ι. Έ	achieving one or more of the CLOs,	particular subject to show student
WHAT IS IT?	progress towards achieving	teacher's learning and progress to
AT	identified NTS, development of	achieving the CLOs through examples of
HN	knowledge and understanding of:	his or her best work.
>	the Basic School Curriculum, GESI	
	responsiveness, using ICT and	
	21stC skills	
	Introduction: a clear statement of	3 items of work produced during the
	aim and purpose	semester selected by student teachers
	Methodology: what the student	with tutor support during the semester as
	teacher has done and why to	best examples of their progress and 200-
	achieve the aim and purpose of	word reflection on the items*
<i>(</i> <b>0</b>	the project	Or 2 items of work and
CONSTITUENTS	Substantive or main section:	A mid semester assessment: case study,
III N	Presentation of any artifacts,	reflective note, quiz.
E	experiments, TLMs created for the	* For each item they select, Student
NS	project; presentation, analysis, and	teacher's need to reflect on
8	interpretation of what has been	progress against identified NTS; achieving
	done, learned, or found out in	CLOs; increased knowledge and
	relation to focus of the project.	understanding of the Basic School
	<b>Conclusion:</b> Statement of the key	Curriculum, GESI responsiveness,
	outcomes of the project; reflection	integration of ICT and how they could have
	on what the student teacher has	approached developing the item
	learnt	differently to achieve a better outcome
	Overall weighting of project = 30%	Overall weighting of project = 30%
	Weighting of individual parts of	Weighting of individual parts of portfolio
	project out of 100	out of 100
	• Introduction – 10	i(a). Each of the three (3) items selected
F	• Methodology – 20	by the student teacher is 30 % (90%).
Н	• Substantive section – 40	i(b) Presentation and organisation of
WEIGHT	Conclusion – 30	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%

	End of semester Exam, weight 40%. To assess: achievement of one or more of
N N N N N N N N N N N N N N N N N N N	the CLOs, progress towards achieving identified NTS, development of knowledge
EXAM	and understanding of the Basic School Curriculum, ability to use GESI responsive
	approaches and to integrate ICT and 21 <sup>st</sup> 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	Introduction to the session	Introduction to the session	20 mins
<ul> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the</li> </ul>	<ul> <li>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 ?</li> <li>Réponse : Je suis la nuit</li> </ul>	<ul> <li>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 ?</li> <li>Réponse : Je suis la nuit</li> </ul>	
introductory sections of the	1.2 Ask the Critical Friend	1.2 Listen and discuss with	

<ul> <li>lesson up to and including learning outcomes and indicators</li> <li>Overview of content and</li> </ul>	to share his/her observation on previous week's PD session with tutors for discussion.	Critical friend his/her observations on previous week's PD session.	
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	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.	1.3 Read the introductory session of lesson <b>8</b> of the course manual and note down for discussion key elements such as the lesson descriptions, LOs and LIs.	
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	1.4 In pairs, ask tutors to identify the sub titles and any key concepts of the lesson that will require clarification for redress.	1.4 Identify the subtitles 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.	1.5 Discuss the subtitles 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	1.6 In pairs, plan and demonstrate how you will teach lesson 8 of the course manual	
<ul> <li>2. Concept</li> <li>Development</li> <li>(New learning</li> <li>likely to arise in</li> <li>lesson/s):</li> <li>Identification and</li> </ul>	2.1 Ask tutors to identify possible barriers to the new learning/lesson. These may include the following:	2.1 Identify possible barriers to the new learning/lesson. These may include the following:	15 mins
discussion of new learning, potential barriers to learning for student teachers or	Nature of French and Communication in Specific Contexts i. Student teacher's poor	Nature of French and Communication in Specific Contexts i. Student teacher's poor	
students, concepts or pedagogy being introduced in the	background in French	i. Student teacher's poor background in French	

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	<ul> <li>The Junior High School Curriculum</li> <li>ii. Inadequate textbooks in the Colleges</li> <li>Introduction to Linguistics of French</li> <li>iii. Inadequate library materials</li> <li>Expected Answers</li> <li>Use more online resources such as YouTube videos/ PowerPoints</li> <li>Provide supplementary</li> </ul>	<ul> <li>The Junior High School Curriculum</li> <li>ii. Inadequate textbooks in the Colleges</li> <li>Introduction to Linguistics of French</li> <li>iii. Inadequate library materials</li> </ul>	
	<ul> <li>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.</li> </ul>	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 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 Identify and discuss pedagogical needs such as: creative approaches ( <i>storytelling / language</i> <i>games</i> ), 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
<ul> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting and</li> </ul>	3.2 Ask a tutor in the group to present the areas identified in the teaching and learning	3.2 Present the areas identified in the teaching and learning activities for whole	

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

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

	3.5 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 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.	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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to observe</li> </ul>	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
<ul> <li>lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the</li> </ul>	during the enactment. Let the Critical friend share his or her observation during the next PDS. <b>NTS 1a</b>	enactment. Let the Critical friend share his or her observation during the next PDS. <b>NTS 1a</b>	

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

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	
<b>pedagogy</b> 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.	
<b>Age Specific Training:</b> 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	
intois 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	
	KAI	knowledge and understanding of the Basic School Curriculum, ability to use
	Ξ	GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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. Intermediate 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the</li> </ol>	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

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

lesson, which need	The Junior High School	The Junior High School	
to be explored with	Curriculum	Curriculum	
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	<ul> <li>ii. Inadequate exposure to creative writing</li> <li>Introduction to Linguistics of French</li> <li>iii. Inadequate library materials</li> </ul>	<ul> <li>ii. Inadequate exposure to creative writing</li> <li><i>Introduction to Linguistics of French</i></li> <li>iii. Inadequate library materials</li> </ul>	
	Expected Answers		
	<ul> <li>Use more online resources such as YouTube videos/ PowerPoints</li> <li>Provide supplementary textbooks/using online resources</li> </ul>		
	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.	2.2 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 Lead tutors to identify and discuss pedagogical needs such as: creative approaches ( <i>storytelling</i> / <i>language games</i> ), group work, think-pair- share, in the delivery of the lessons.	2.3 Identify and discuss pedagogical needs such as: creative approaches ( <i>storytelling /</i> <i>language games</i> ), group work, think- pair-share, in the delivery of the lessons.	
<ul> <li>3. Planning for teaching, learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the</li> </ul>	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

teac	hing and	3.2	Ask a tutor in the group	3.2	Present the areas	
	ning activities	5.2	to present the areas	5.2	identified in the	
	ng and		identified in the		teaching and learning	
	-		teaching and learning		activities for whole	
	essing areas		activities for whole			
	re tutors may				group discussion.	
-	ire clarification	_	group discussion.	_		
<ul> <li>Notin</li> </ul>	ng	Eg:		Eg:		
орро	ortunities for	i.	Nature of French and	i.	Nature of French and	
maki	ing links to the		Communication in		Communication in	
Basic	c School		Specific Contexts		Specific Contexts	
Curri	iculum	ii.	Exploring online	ii.	Exploring online	
Noti	ng		resources for		resources for	
	ortunities for		videos/PowerPoint on		videos/PowerPoint on	
	grating: GESI		, code switching and		code switching and	
-	onsiveness and		code mixing « mélange		code mixing	
	and 21 <sup>st</sup> C skills		de code" "alternance		« mélange de code"	
			codique »		<i>« Inelange de code</i> <i>"alternance codique »</i>	
	ling, discussion,	;;;	•	;;;		
	identification of	iii.	The Junior High School	iii.	The Junior High	
	inuous		Curriculu		School Curriculum	
	ssment	iv.	Critique of the JHS	IV.	Critique of the JHS	
орро	ortunities in the		French curriculum		French curriculum	
lesso	on. Each lesson		through the practical		through the practical	
shou	Ild include at		analysis and discussion.		analysis and discussion.	
least	two	٧.	Introduction to	٧.	Introduction to	
oppo	ortunities to use		Linguistics of French		Linguistics of French	
cont	inuous	vi.	Discussion and	vi.	Discussion and	
asses	ssment to		comparison of the		comparison of the	
supp	ort student		concepts of		concepts of	
	her learning		"bilingualism"		"bilingualism"	
	ources: inks to		"multilingualism" et		"multilingualism" et	
	existing PD		"plurilingualism"		"plurilingualism"	
	nes, for					
		2 2	Ask tutors, in pairs, to	33	In pairs, discuss and	
	nple, action	0.0	discuss and share with	0.0	share with the whole	
	arch,		the whole group how to		group how to	
-	tioning and to		• •		integrate the core	
	er external		integrate the core		transferable skills in	
	rence material:		transferable skills in the			
	ture, on web,		lesson and GESI in both		the lesson and GESI in	
	ube, physical		B. Ed. and Common		both B. Ed. and	
	urces, power		Core Programme into		Common Core	
	t; how they		the teaching and		Programme into the	
	ld be used.		learning activities. NTS		teaching and learning	
	ideration needs		1a, 1b, 2c, 3f, 3g		activities. NTS 1a, 1b,	
	e given to local				2c, 3f, 3g	
	ability	Eg.		Eg.		
	uidance on any	•	Use an IT tool	•	Use an IT tool	
	ower point		(laptop/mobile phone,		(laptop/mobile phone,	
pr	resentations,					

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

Г			I
	Introduction to Linguistics	Introduction to Linguistics	
	of French	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 La linguistique.pptx	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.	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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical</li> </ul>	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to	4.1 Identify a Critical Friend from the same or related subject	15 mins
Identifying critical friends to observe	observe their lesson	area, to observe your lesson during the	

<ul> <li>lessons and report</li></ul>	during the enactment.	enactment. Let the	
at next session. <li>Identifying and</li>	Let the Critical friend	Critical friend share	
addressing any	share his or her	his or her observation	
outstanding issues	observation during the	during the next PDS.	
relating to the	next PDS. <b>NTS 1a</b>	<b>NTS 1a</b>	
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

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

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	
<b>pedagogy</b> 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.	
abe 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.	
<b>Resources /TLM</b> . Where specific resources are required, it is clear	
where tutors can access them e.g., videos, online resources or	
readings.	

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
	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%

	End of semester Exam, weight 40%. To assess: achievement of one or more
5	of the CLOs, progress towards achieving identified NTS, development of
EXAM	knowledge and understanding of the Basic School Curriculum, ability to use
Û	GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ol>	<ul> <li>1.1 Start the PD session with an icebreaker in French (<i>Expressions</i> <i>idiomatiques</i> Fastest answer within 5 seconds.)</li> <li>Eg. se mettre sur son trente et un.</li> <li><b>Réponse</b> : mettre ses plus beaux habits ; s'habiller de façon chic ; déployer des efforts d'élégance</li> <li>1.2 Ask the Critical Friend for Lesson 9 and tutors to reflect individually on</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French (<i>Expressions</i> <i>idiomatiques</i> Fastest answer within 5 seconds.)</li> <li>Eg. se mettre sur son trente et un.</li> <li><b>Réponse :</b> mettre ses plus beaux habits ; s'habiller de façon chic ; déployer des efforts d'élégance</li> <li>1.2 Together with the Critical Friend for Lesson 9, reflect</li> </ul>	20 mins

		·
Overview of	the previous week's	individually on the
content and	session and share their	previous week's
identification of any	experiences.	session and share your
distinctive aspects		experiences.
of the lesson/s,		
NB The guidance for	1.3 Ask tutors to read the	1.3 Read the introductory
SL/HoD should identify	introductory sections of	session of the Lesson
and address any areas	the Lesson 10 in the	10 of the course
where tutors might	course manual and note	manual and note down
require clarification on	down for discussion, key	for discussion key
any aspect of the	elements such as the	elements such as the
lesson.	lesson descriptions, LOs	lesson descriptions,
NB SL/HoD should ask	and LIs	LOs and LIs
tutors to plan for their		
teaching as they go	1.4 Ask tutors to identify	1.4 Identify the sub-titles
through the PD session	the sub-titles of Lesson	of Lesson 10 of each
	10 of each course.	course
	Eg.	Eg.
	Nature of French and	Nature of French and
	Communication in	Communication in
	Specific Contexts	Specific Contexts
	i. Différents types de	<i>i.</i> Différents types de
	lettres	lettres
	JHS French Curriculum	JHS French Curriculum
	ii. Organisation d'une	ii. Organisation d'une
	leçon.	leçon.
	Introduction to Linguistics	Introduction to Linguistics
	of French	of French
	iii. Effet de Néologisme et	iii. Effet de Néologisme et
	emprunt sur les	emprunt sur les
	langues.	langues.
	iangaes.	langues.
	1.5 Ask tutors to read the	1.5 Read and identify key
	description of Lesson	themes to be taught in
	10, and identify key	Lesson 10 of each
	themes to be taught.	course.
	Eg:	Eg.:
	Nature of French and	Nature of French and
	Communication in	Communication in
	Specific Contexts	Specific Contexts
	<i>i.</i> Composition of short	<i>i.</i> Composition of short
	creative text of three or	creative text of three or
	paragraphs in French	paragraphs in French
	JHS French Curriculum	JHS French Curriculum
	ii. Principles and practice	ii. Principles and practice
	of textbook evaluation	of textbook evaluation
	Introduction to Linguistics	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.	
<ul> <li>2. Concept Development (New learning likely to arise in lesson/s):</li> <li>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</li> <li>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</li> </ul>	<ul> <li>2.1 Ask tutors to identify possible barriers to the new learning/Lesson 10 and possible solutions to overcome these challenges.</li> <li>Eg.</li> <li><i>i.</i> Lack of exposure to/inadequate preparation for creative writing.</li> <li><i>ii.</i> inadequate textbooks in the College.</li> <li><i>iii.</i> Inadequate materials on Linguistics and languages in contact.</li> <li>Expected Responses <ol> <li>Short stories or novels should be available to student-teachers.</li> <li><i>ii.</i> Textbooks should be available to student-teachers.</li> </ol> </li> <li><i>iii.</i> Extracts from materials on Linguistics and languages in contact should be available to student-teachers.</li> </ul>	<ul> <li>2.1 Identify possible barriers to the new learning/Lesson 10.</li> <li>Eg: <ol> <li>Lack of exposure to/inadequate preparation for creative writing.</li> <li>Inadequate textbooks in the College.</li> </ol> </li> <li>Inadequate materials on Linguistics and languages in contact.</li> </ul>	15 mins
	<ul> <li>2.2 In pairs, ask tutors to discuss new concepts of the lesson.</li> <li>Eg</li> <li>Nature of French and Communication in</li> </ul>	2.2 In pairs, discuss new concepts of the lesson. Eg Nature of French and Communication in	

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

	opportunities for	iii. The effect of neologism	iii. The effect of
	integrating: GESI	and borrowing on the	neologism and
	responsiveness and	main languages of a	borrowing on the
	ICT and 21 <sup>st</sup> C skills	community	main languages of a
•	Reading, discussion,		community.
•	0,		communey.
	and identification of		
	continuous	3.3 Ask tutors, in groups of	3.3 In groups of two,
	assessment	two, to discuss and	discuss and share with
	opportunities in the	share with the whole	the whole group how
	lesson. Each lesson	group how to integrate	to integrate the core
	should include at	the core transferable	transferable skills in
		skills in the lesson and	the lesson and GESI in
	least two		
	opportunities to use	GESI in both B. Ed. and	both B. Ed. and Basic
	continuous	Basic school curricula	school curricula into
	assessment to	into the teaching and	the teaching and
	support student	learning activities. NTS	learning activities. NTS
1	teacher learning	1a, 1b, 2c, 3f, 3g	1a, 1b, 2c, 3f, 3g
	e e	Eg. Use an IT tool	Eg. Use an IT tool
•	Resources:	_	0
	<ul> <li>links to the</li> </ul>	(PowerPoint, YouTube,	(PowerPoint, YouTube
	existing PD	etc) and take into	etc) and take into
	Themes, for	consideration, equal	consideration, equal
	example, action	representation for	representation for
	research,	male/female or	male/female or
	questioning and	learners with special	learners with special
		needs during group	needs during group
	to other external		
	reference	presentations.	presentations.
	material:	3.4 In groups, ask tutors to	3.4 In groups, prepare and
	literature, on	prepare and simulate	simulate classroom
	web, YouTube,	classroom scenario by	
	physical		scenario by making a
	resources, power	making a presentation	presentation on a given
	· •	on a given topic for	topic for assessment.
	point; how they	assessment. Use Talk for	Use Talk for learning
	should be used.	learning with talking	with talking point; pdp
	Consideration	point; pdp Theme 3.	Theme 3.
	needs to be given	Eg:	Eg:
	to local		_
	availability	i. Narrate an event you	i. Narrate an event you
	<ul> <li>Guidance on any</li> </ul>	witnessed.	witnessed.
		ii. Choose a unit and	ii. Choose a unit and
	power point	develop inventories	develop inventories
	presentations,	from it for class	from it for class
	TLM or other	presentation during	presentation during
	resources which	next lecture	next lecture
	need to be		
	developed to	iii. Discuss three	iii. Discuss three
	support learning	importance of	importance of
		languages in contact,	languages in contact,
•	Tutors should be	using the Ghanaian	using the Ghanaian
1	expected to have a	context	context
L		1	

	plan for the next lesson for student teachers	<ul> <li>3.5 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;</li> <li>eg. <ol> <li>Use extracts</li> <li>(documents authentiques) to illustrate how to write different types of letters.</li> <li>Copies of Textbooks</li> <li><u>https://jaimelesmots.c</u> om/derives/neologism es/</li> </ol> </li> <li>iv. Procédés de formation des mots en français contemporain (<u>https://canal.uned.es/</u> video/5a6f3bdfb1111f4 24e8b456a)</li> <li>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</li> </ul>	<ul> <li>3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;</li> <li>eg. <ol> <li>Use extracts (documents authentiques) to illustrate how to write different types of letters.</li> <li>Copies of Textbooks</li> <li>https://jaimelesmots. com/derives/neologis mes/</li> </ol> </li> <li>iv. Procédés de formation des mots en français contemporain (https://canal.uned.es /video/5a6f3bdfb111 1f424e8b456a</li> <li>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</li> </ul>	
		prepare a report on the resources used in the Lesson 10 and any other ones they might have introduced in the	prepare a report on how you used the resources presented by PDC in the Lesson 10 and any other ones	
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. <b>NTS 1a</b>	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. <b>NTS 1a</b>	15 mins

relating to the lesson/s for clarification4.2 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.
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**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	
<b>Prior knowledge:</b> 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	
<b>pedagogy</b> 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	
auvised 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.	

COMPONIENT		
COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester, individual or collaborative student	1 per course per semester, individual or collaborative student teacher work.
	teacher work.	conaporative student teacher work.
	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to enable	The Subject Portfolio is the deliberate collection of student teachers' work that
	student teachers to demonstrate	has been selected and organized for a
<u><u></u></u>		Ũ
WHAT IS IT?	achieving one or more of the CLOs,	particular subject to show student
E E	progress towards achieving	teacher's learning and progress to
AH'	identified NTS, development of	achieving the CLOs through examples of
3	knowledge and understanding of:	his or her best work.
	the Basic School Curriculum, GESI	
	responsiveness, using ICT mand	
	21stC skills	2 items of work meduced during the
	Introduction: a clear statement of	3 items of work produced during the
	aim and purpose	semester selected by student teachers
	Methodology: what the student	with tutor support during the semester
	teacher has done and why to	as best examples of their progress and 200-word reflection on the items*
	achieve the aim and purpose of the	Or 2 items of work and
δ	project	
CONSTITUENTS	Substantive or main section:	A mid semester assessment: case study,
2	Presentation of any artifacts,	reflective note, quiz.
STI	experiments, TLMs created for the	* For each item they select, Student teacher's need to reflect on
NO	project; presentation, analysis, and	
ŭ	interpretation of what has been	progress against identified NTS; achieving
	done, learned, or found out in	CLOs; increased knowledge and understanding of the Basic School
	relation to focus of the project. <b>Conclusion:</b> Statement of the key	Curriculum, GESI responsiveness,
	-	
	outcomes of the project; reflection on what the student teacher has	integration of ICT and how they could
		have approached developing the item differently to achieve a better outcome
	learnt Overall weighting of project = 30%	Overall weighting of project = 30%
	Weighting of individual parts of	Weighting of individual parts of
	project out of 100	portfolio out of 100
		-
	Introduction – 10	i(a). Each of the three (3) items selected
⊢ –	Methodology – 20	by the student teacher is 30 % (90%).
WEIGHT	• Substantive section – 40	i(b) Presentation and organisation of portfolio 10%.
<b>NEI</b>	Conclusion – 30	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%

	End of semester Exam, weight 40%. To assess: achievement of one or more of
Σ	the CLOs, progress towards achieving identified NTS, development of knowledge
EXAM	and understanding of the Basic School Curriculum, ability to use GESI responsive
	approaches and to integrate ICT and 21 <sup>st</sup> 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 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
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and</li> </ol>	<ul> <li>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game).</li> <li>1.2 Ask the Critical Friend for Lesson 10 and tutors to reflect individually on the previous week's session and share their experiences.</li> </ul>	<ul> <li>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game).</li> <li>1.2 Together with the Critical Friend for Lesson 10, reflect individually on the previous week's session and share your experiences.</li> </ul>	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	<ul> <li>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</li> <li>1.4 Ask tutors to identify the sub-titles of Lesson 11 of each course.</li> <li>Eg.</li> <li>Nature of French and Communication in Specific Contexts <ul> <li>i. Besoins et barrières dans l'enseignement du FOS</li> <li>JHS French Curriculum</li> <li>i. Préparation du cours / fiche pédagogique.</li> <li>Introduction to Linguistics of French</li> <li>ii. Définitions opératoires des trois concepts vus au travers de différents auteurs.</li> </ul> </li> </ul>	<ul> <li>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</li> <li>1.4 Identify the sub-titles of Lesson 11 of each course Eg.</li> <li>Nature of French and Communication in Specific Contexts <ul> <li>i. Besoins et barrières dans l'enseignement du FOS JHS French Curriculum</li> <li>i. Préparation du cours / fiche pédagogique.</li> <li>Introduction to Linguistics of French</li> <li>ii. Définitions opératoires des trois concepts vus au travers de différents</li> </ul> </li> </ul>	
	<ul> <li>1.5 Ask tutors to read the description of Lesson 11, and identify key themes to be taught.</li> <li>Eg.: Nature of French and Communication in Specific Contexts</li> <li>i. The use of the French language in specific contexts</li> <li>JHS French Curriculum</li> <li>ii. Lesson notes preparation and the selection of appropriate teaching/leaning resources for a lesson.</li> </ul>	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.	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.	1.6 In groups, discuss and demonstrate how the Lesson 11 of each course, would be taught.	
<ul> <li>2. Concept Development (New learning likely to arise in lesson/s):</li> <li>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</li> </ul>	<ul> <li>2.1 Ask tutors to identify possible barriers to the new learning/Lesson 11 and possible solutions to overcome these challenges.</li> <li>Eg. <ul> <li><i>i.</i> Lack of /inadequate exposure to francophone environment.</li> <li><i>ii.</i> Large class size</li> <li><i>iii.</i> Limited materials on Linguistics and language use.</li> </ul> </li> <li>Expected Solutions <ul> <li>More French or francophone videos should be shown to students during their French Club meetings</li> <li><i>ii.</i> Putting students in groups during lessons will be helpful</li> <li><i>iii.</i> Reference books on Linguistics should be made available to students</li> </ul> </li> </ul>	<ul> <li>2.1 Identify possible barriers to the new learning/Lesson 11.</li> <li>Eg: <ol> <li>Lack of /inadequate exposure to francophone environment.</li> <li>Large class size</li> <li>Limited materials on Linguistics and language use.</li> </ol> </li> </ul>	15 mins

				I
		2.2 In pairs, ask tutors to	2.2 In pairs, discuss new	
		discuss new concepts of	concepts of the lesson.	
		the lesson.		
		Eg.:	i. Identification and	
		Nature of French and	discussion of	
		<b>Communication in</b>	professional needs in	
		Specific Contexts	the usage of the French	
		i. Identification and	language in specific	
		discussion of	contexts	
		professional needs in the	JHS French Curriculum	
		usage of the French	ii. Practical session on	
		language in specific	preparation for	
		contexts	teaching	
		JHS French Curriculum	Introduction to Linguistics	
		<i>ii. practical session on</i>	of French	
		•		
		preparation for teaching	iii. The discussion of the	
		Introduction to Linguistics	relevance and	
		of French	implications of the	
		iii. The discussion of the	concepts: "langue,	
		relevance and	langage et parole"	
		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. Plan	ning for	3.1 Ask tutors to individually	3.1 Read the teaching and	40 mins
	hing, learning	read the teaching and	learning activities for	
	assessment	learning activities for	Lesson 11 and identify	
activ	vities for the	Lesson 11 and identify	areas for discussion.	
lesso	on/s	areas for discussion.		
	ling and			
	ussion of the	3.2 Ask a tutor in the group	3.2 Present the areas	
	hing and	to present the areas	identified in the	
	ning activities	identified in the	teaching and learning	
	ng and	teaching and learning	activities for whole	
	ressing areas	activities for whole	group discussion.	
	re tutors may	group discussion.	0.000 0.000000000	
	ire clarification	Eg:	Eg:	
-		<i>i.</i> Identification of	i. Identification of	
Noti	-			
l obbo	ortunities for	specific contexts where	specific contexts where	

ГГ			
making links to the	French for Specific	French for Specific	
Basic School	purposes is used and	purposes is used and	
Curriculum	indication of what	indication of what	
Noting	linguistic barriers	linguistic barriers	
opportunities for	learners face in relation	learners face in relation	
	to communication.	to communication.	
integrating: GESI			
	ii. Incorporating inventory	ii. Incorporating inventory	
ICT and 21 <sup>st</sup> C skills	and teaching/learning	and teaching/learning	
• Reading, discussion,	resources into a lesson	resources into a lesson	
and identification of	plan.	plan.	
continuous	iii. Comparison of the	iii. Comparison of the	
assessment	concept of Linguistics	concept of Linguistics	
	from the perspectives of	from the perspectives	
opportunities in the	F. de Saussure, Noam		
lesson. Each lesson	,	of F. de Saussure,	
should include at	Chomsky and	Noam Chomsky and	
least two	Benveniste.	Benveniste.	
opportunities to use			
continuous	3.4 Ask tutors, in groups of	3.4 In groups of two,	
assessment to	two, to discuss and	discuss and share with	
support student	share with the whole	the whole group how	
teacher learning	group how to integrate	to integrate the core	
Resources:	the core transferable	transferable skills in	
<ul> <li>links to the</li> </ul>	skills in the lesson and	the lesson and GESI in	
existing PD	GESI in both B. Ed. and	both B. Ed. and Basic	
_	Basic school curricula	school curricula into	
Themes, for			
example, action	into the teaching and	the teaching and	
research,	learning activities. NTS	learning activities. NTS	
questioning and	1a, 1b, 2c, 3f, 3g	1a, 1b, 2c, 3f, 3g	
to other external			
reference	Eg. Use an IT tool	Eg. Use an IT tool	
material:	(PowerPoint, YouTube,	(PowerPoint, YouTube	
literature, on web,	etc) and take into	etc) and take into	
YouTube, physical	consideration, equal	consideration, equal	
resources, power	representation for	representation for	
point; how they	male/female or learners	male/female or	
should be used.	with special needs	learners with special	
Consideration	•	-	
needs to be given	during group	needs during group	
to local availability	presentations.	presentations.	
<ul> <li>Guidance on any</li> </ul>			
power point	3.5 In groups, ask tutors to	3.5 In groups, prepare and	
presentations,	prepare and simulate	simulate classroom	
TLM or other	classroom scenario by	scenario by making a	
resources which	making a presentation	presentation on a	
	on a given topic for	given topic for	
need to be	assessment. Use Talk for	assessment. Use Talk	
developed to	learning with talking	for learning with	
support learning	point; Theme 3.	talking point; Theme 3.	
Tutors should be			

expected to have a	Eg:	Eg:	
plan for the next	i. In groups, discuss 5 ways	i. In groups, discuss 5	
lesson for student	of addressing linguistic	ways of addressing	
teachers	barriers in the	linguistic barriers in the	
teachers	teaching/learning of	teaching/learning of	
	FOS.	FOS.	
	ii. Reflect on the	ii. Reflect on the	
		importance of good	
	importance of good		
	lesson planning for	lesson planning for	
	effective teaching.	effective teaching.	
	iii. Conduct a research on	iii. Conduct a research on	
	linguists and their	linguists and their	
	contributions to the	contributions to the	
	linguistic world, using	linguistic world, using	
	PowerPoint	PowerPoint	
	presentation.	presentation.	
	3.6 Ask tutors in groups to	3.6 In groups, identify and	
	identify and discuss the	discuss the	
	appropriate resources	appropriate resources	
	needed for the teaching	needed for the	
	and learning of the	teaching and learning	
	concepts/sub-topics;	of the concepts/sub-	
		topics;	
	Ea		
	Eg.	Eg.	
	Communication in Specific	Eg. Communication in	
	-	_	
	Communication in Specific	Communication in	
	Communication in Specific Contexts	Communication in Specific Contexts	
	Communication in Specific Contexts i. Miquel, C. (2013).	Communication in Specific Contexts i. Miquel, C. (2013).	
	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif	
	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE.	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE.	
	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE. JHS French Curriculum	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE. JHS French Curriculum	
	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	Communication in Specific Contexts i. Miquel, C. (2013). Vocabulaire progressif du français. Paris: CLE. JHS French Curriculum ii. Copies of Textbooks	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	
	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	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	

	PD session.	for discussion during next PD session.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for</li> </ul>	<ul> <li>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</li> <li>4.2 Ask tutors to individually</li> </ul>	<ul> <li>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</li> <li>4.2 Individually write</li> </ul>	15 mins
clarification	write down issues observed about the lesson delivered and share it with the whole group for discussion.	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	
<b>Prior knowledge:</b> 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.	

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

	End of semester Exam, weight 40%. To assess: achievement of one or more of
5	the CLOs, progress towards achieving identified NTS, development of
EXAM	knowledge and understanding of the Basic School Curriculum, ability to use
Ê	GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> 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
<ul> <li>1. Introduction to the session</li> <li>Review prior</li> </ul>	Introduction to the session	Introduction to the session	20 mins
<ul> <li>learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French with a song, eg. 'Au revoir mes amis'</li> <li>1.2 Through think-pair-</li> </ul>	<ul> <li>1.1 Start the PD session with an icebreaker in French a puzzle, eg. 'Au revoir mes amis'</li> <li>1.2 Through think-pair-</li> </ul>	
<ul> <li>Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	share, ask tutors and the Critical Friend/s to reflect on Lessons of the courses and share what lessons they learnt. (A	share and with Critical Friend/s, reflect on Lessons of the courses and share what lessons you learnt. (A general	

		· · ·
<ul> <li>outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the</li> </ul>	general overview) 1.3 Lead tutors to discuss the purposes of the course as stipulated in the manual.	overview) 1.3 Discuss the purpose of the course as stipulated in the manual.
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	<ul> <li>1.4 Brainstorm with tutors on specific topics of the lessons presented in the courses of the three manuals. eg.</li> <li>Nature of French and Communication in Specific Contexts</li> <li>i. Intermediate composition I</li> </ul>	1.4 Brainstorm on specific topics of the lessons presented in the courses of the three manuals. <b>eg</b> . <i>Nature of French and</i> <i>Communication in</i> <i>Specific Contexts</i> i. Intermediate composition I
teaching as they go through the PD session	JHS French Curriculum ii. Textbook Development and Production	JHS French Curriculum ii. Textbook Development and Production
	Introduction to Linguistics of French iii. Plurilinguisme	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.	1.5 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 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.	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

2. Concept	Concept Development	Concept Development	15 mins
Development (New			
learning likely to	2.1 In groups, ask tutors to	2.1 In groups, mention	
arise in lesson/s):	mention and discuss the	and discuss the	
<ul> <li>Identification and</li> </ul>	Lessons provided in the	Lessons provided in	
discussion of new	Course Manual.	the Course Manual.	
learning, potential	eg.	eg.	
barriers to learning	Nature of French and	Nature of French and	
for student teachers	Communication in	Communication in	
or students,	Specific Contexts	Specific Contexts	
concepts or	i. Difficultés	i. Difficultés	
pedagogy being	grammaticales,	grammaticales,	
introduced in the	ii. Propositions	ii. Propositions	
lesson, which need	subordonnées	subordonnées	
to be explored with	Conjonctives	conjonctives	
the SL/HoD	JHS French curriculum,	JHS French curriculum,	
NB The guidance for	i. Structure of JHS French	i. Structure of JHS	
SL/HoD should set out	curriculum	French curriculum,	
what they need to do	ii. Critique of the JHS	ii. Critique of the JHS	
to introduce and	French Curriculum,	French Curriculum	
explain the issues/s	Introduction to Linguistics	Introduction to	
with tutors	of French	Linguistics of French	
	i. La phonétique et la	i. La phonétique et la	
	phonologie	phonologie	
	ii. Alternance codique	ii. Alternance codique	
	2.2 Ask tutors in groups to	2.2 In groups, state and	
	state and discuss	discuss barriers	
	barriers discovered in	discovered in	
	teaching the subtopics /	teaching the	
	concepts.	subtopics / concepts.	
	eg.	eg.	
	i. Student teachers' limited	i. Student teachers'	
	repertoire of French	limited repertoire of	
	lexical items	French lexical items	
	ii. Limited copies of sample	ii. Limited copies of	
	JHS French curriculum	sample JHS French	
	iii. Inadequate knowledge in	curriculum	
	the use of French	iii. Inadequate	
	language	knowledge in the use	
		of French language	
	Expected responses		
	i. Take student teachers		
	through more		
	language games to		
	enhance their		
	vocabulary		

		<ul> <li>ii. Provide copies or extract of the curriculum to be exploited for a lesson.</li> <li>iii. Create more French language activities leading to the use of the sound of French language.</li> </ul>		
		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. <b>eg</b> . 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 and learning	Teaching and learning	40 mins
	teaching, learning	activities for the lesson	activities for the lesson	
	and assessment			
	activities for the	3.1 Ask tutors in groups to	3.1 In groups, share your	
	lesson/s	share their remarks	remarks about the	
•	Reading and	about the teaching and	teaching and learning	
	discussion of the	learning activities of the	activities of the	
	teaching and	Lessons and identify	Lessons and identify	
		,	Lessons and identity	
1	learning activities	areas that require	areas that require	
•	Noting and	-		
•	Noting and addressing areas	areas that require further clarification.	areas that require further clarification.	
•	Noting and addressing areas where tutors may	areas that require further clarification. 3.2 Ask a tutor in the group	areas that require further clarification. 3.2 In groups, present	
	Noting and addressing areas where tutors may require clarification	areas that require further clarification. 3.2 Ask a tutor in the group to present the areas	areas that require further clarification. 3.2 In groups, present the areas identified in	
	Noting and addressing areas where tutors may require clarification Noting	areas that require further clarification. 3.2 Ask a tutor in the group to present the areas identified in the manual	areas that require further clarification. 3.2 In groups, present the areas identified in the manual on the	
	Noting and addressing areas where tutors may require clarification Noting opportunities for	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	areas that require further clarification. 3.2 In groups, present the areas identified in the manual on the teaching and learning	
	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the	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	areas that require further clarification. 3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole	
	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School	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	areas that require further clarification. 3.2 In groups, present the areas identified in the manual on the teaching and learning	
•	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum	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	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.	
•	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum Noting	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.	areas that require further clarification. 3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole	
•	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for	<ul> <li>areas that require further clarification.</li> <li>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.</li> <li>3.3 Ask tutors to discuss in</li> </ul>	<ul> <li>areas that require further clarification.</li> <li>3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion.</li> <li>3.3 Discuss in groups and</li> </ul>	
•	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI	<ul> <li>areas that require further clarification.</li> <li>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.</li> <li>3.3 Ask tutors to discuss in groups and share with</li> </ul>	<ul> <li>areas that require further clarification.</li> <li>3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion.</li> <li>3.3 Discuss in groups and share with the whole</li> </ul>	
•	Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for	<ul> <li>areas that require further clarification.</li> <li>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.</li> <li>3.3 Ask tutors to discuss in groups and share with the whole group how</li> </ul>	<ul> <li>areas that require further clarification.</li> <li>3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion.</li> <li>3.3 Discuss in groups and share with the whole group how you</li> </ul>	

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

<b>1</b>		
	discutez trois parties du	discutez trois parties
	discours	du discours
	JHS French Curriculum ii. Identifiez et discutez trois composants d'un curriculum du français/	JHS French Curriculum ii. Identifiez et discutez trois composants d'un curriculum du
	Identifiez cinq activités linguistiques dans le curriculum français	français/ Identifiez cinq activités linguistiques dans le curriculum français
	<ul> <li>iii. Introduction to Linguistics of French</li> <li>iv. Souligner et expliquez deux branches de la</li> </ul>	<ul> <li>iii. Introduction to Linguistics of French</li> <li>iv. Souligner et expliquez deux branches de la</li> </ul>
	linguistique/ Mentionnez les branches de la linguistique	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;	3.6 In groups, identify and discuss the appropriate resources you have used for the teaching and learning of the concepts/ sub-topics;
	eg.	eg.
	Nature of French and Communication in Specific Contexts i. <u>https://www.linguistiq</u> <u>uefrancaise.org/article</u> <u>s/cmlf/pdf/2008/01/c</u> <u>mlf08230.pdf/25/8/20</u> <u>21</u>	Nature of French and Communication in Specific Contexts i. <u>https://www.linguisti</u> <u>quefrancaise.org/arti</u> <u>cles/cmlf/pdf/2008/0</u> <u>1/cmlf08230.pdf/25/</u> <u>8/2021</u>
	JHS French Curriculum ii. <u>http://nacca.gov.gh</u> iii. Introduction to Linguistics of French iv. <u>https://www.thpanora</u> <u>ma.com/blog/cultura-</u>	<ul> <li>JHS French Curriculum</li> <li>ii. <u>http://nacca.gov.gh</u></li> <li>iii. Introduction to Linguistics of French</li> <li>iv. <u>https://www.thpanor</u> <u>ama.com/blog/cultur</u></li> </ul>
	general/cules-son-las- ramas-de-la- lingstica.html/25/8/20 21	<u>a-general/cules-son-</u> <u>las-ramas-de-la-</u> <u>lingstica.html/25/8/2</u> <u>021</u>

	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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>Evaluation and review of session</li> <li>4.1 Invite individual tutors who taught lessons in the semester to share advanced preparation they have made towards delivery of their lessons.</li> <li>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.</li> <li>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.</li> </ul>	<ul> <li>Evaluation and review of session</li> <li>4.1 Share advanced preparation you have made towards delivery of your lessons.</li> <li>4.2 Individually, write down unresolved issues observed about the lessons of the courses delivered and share it with the whole group for clarification.</li> <li>4.3 Review the PD sessions indicating the lessons learned and the impact the sessions have had on your teaching of the</li> </ul>	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.	
age they are training for.	

<b>Building in STS:</b> 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.	
<b>Resources /TLM</b> . Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

CONADONIENT		
COMPONENT	SUBJECT PROJECT 1 per course per semester,	SUBJECT PORTFOLIO 1 per course per semester, individual or
	individual or collaborative student	collaborative student teacher work.
	teacher work.	conaborative student teacher work.
		The Subject Portfolio is the deliberate
	The Subject project is an assignment designed to enable	collection of student teachers' work that
	student teachers to demonstrate	has been selected and organized for a
<u>۲.</u>		particular subject to show student
WHAT IS IT?	achieving one or more of the CLOs, progress towards achieving	teacher's learning and progress to
VT I	identified NTS, development of	achieving the CLOs through examples of
/H/	knowledge and understanding of:	his or her best work.
5	the Basic School Curriculum, GESI	his of her best work.
	responsiveness, using ICT mand	
	21stC skills	
	Introduction: a clear statement of	3 items of work produced during the
	aim and purpose	semester selected by student teachers
	Methodology: what the student	with tutor support during the semester
	teacher has done and why to	as best examples of their progress and
	achieve the aim and purpose of the	200-word reflection on the items*
	project	Or 2 items of work and
TS	Substantive or main section:	A mid semester assessment: case study,
CONSTITUENTS	Presentation of any artifacts,	reflective note, quiz.
<b>D</b>	experiments, TLMs created for the	* For each item they select, Student
IST	project; presentation, analysis,	teacher's need to reflect on
0	and interpretation of what has	progress against identified NTS; achieving
0	been done, learned, or found out	CLOs; increased knowledge and
	in relation to focus of the project.	understanding of the Basic School
	<b>Conclusion:</b> Statement of the key	Curriculum, GESI responsiveness,
	outcomes of the project; reflection	integration of ICT and how they could
	on what the student teacher has	have approached developing the item
	learnt	differently to achieve a better outcome
	Overall weighting of project =	Overall weighting of project = 30%
	30%	Weighting of individual parts of
	Weighting of individual parts of	portfolio out of 100
	project out of 100	i(a). Each of the three (3) items selected
F	Introduction – 10	by the student teacher is 30 % (90%).
ВH	<ul> <li>Methodology – 20</li> </ul>	i(b) Presentation and organisation of
WEIGHT	• Substantive section – 40	portfolio 10%. OR
>	Conclusion – 30	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 21 <sup>st</sup> C skills in teaching
	and learning

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