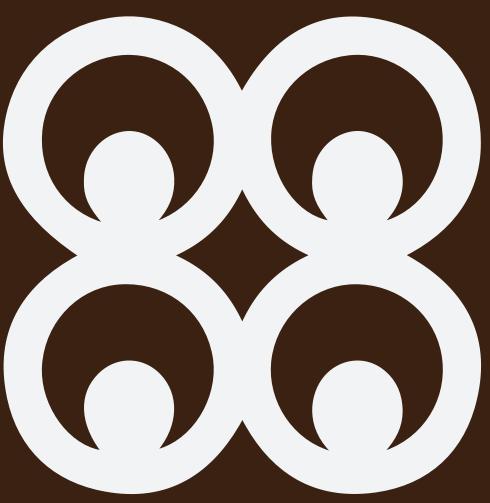
Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - ICT Year 3 Semester 2

HANDBOOK FOR **COORDINATORS**













The Government of Ghana







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Foreword

In Ghana we have made great strides in transforming our teacher education system over the past few years. With each passing year the changes brought about through these reforms are maturing, embedding, and sustaining. Once the first B.Ed. graduates from Colleges of Education enter basic school classrooms from 2022 onwards, I am sure that as a nation, we will truly start to see the benefits of these reforms.

The success of national reforms depends on individual tutors and individual teachers working in classrooms across the country every day. The progress that we want to see will only be brought about through the consistent and regular application of the professional knowledge, professional practice and professional values and attitudes set out in the National Teachers' Standards (NTS).

This is where the Tutor Professional Development Handbooks, written by tutors and university lecturers, have an important role to play in helping tutors to reflect critically on their methods of teaching and learning.

Critical thinking and reflection is an area of weakness in parts of our current education system. Colleges of Education take secondary school graduates and, over four years of the B.Ed., shape them into professional teachers. A recent '21st Century Skills assessment' of a representative sample of Ghanaian Senior High School students found that 'critical thinking and problem solving' was the area where they performed least well. Lesson observation of these students' teachers in the same Senior High Schools found that 'employs a variety of instructional strategies that encourage student participation and critical thinking' was the area of the NTS where these teachers consistently scored lowest.

Teaching matters. If we want our Colleges of Education to develop teachers who can think critically and solve problems then tutors must model these expected behaviours in their lessons so that they create an environment where our teachers develop these competencies and, ultimately, use these competencies to develop critical thinking in our basic schools.

This latest set of Professional Development Handbooks, developed by four mentoring universities (University for Development Studies, University of Education, Winneba, University of Ghana and Kwame Nkrumah University of Science and Technology) and tutors from their affiliated Colleges of Education, are the third set of Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) became a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for making all this possible.

Robin Todd Executive Director, T-TEL February 2022

Year three Semester Two 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:
 - o 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
- Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.
- Appendix 2: Course Assessment Components at a Glance, to help ensure the course assessments are accurately introduced

Age Levels/s: JHS

Name of Subject: ICT

Course: Technology Leadership and

Management

Topic: Introduction to *Technology Leadership and Management*

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction	INTRODUCTION	INTRODUCTION	20 mins
to the semester –			
 Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. Introduction to the course manual/s 	1.1 Take a lead role by revising with tutors the purpose of the JHS ICT specialism from the course manual. E.g. This PD manual is designed to equip tutors handling student teachers offering the JHS specialism in ICT with requisite skills to enable them support technology leadership and management. It will also enhance the effectiveness of ICT resources that may be available in schools.	1.1 Revise the purpose of the JHS ICT specialism from the course manual. E.g. This PD manual is designed to equip tutors handling student teachers offering the JHS specialism in ICT with requisite skills to enable them support technology leadership and management. It will also enhance the effectiveness of ICT resources that may be available in schools.	

- Overview of course learning outcomes
- Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.
- 1.2 Ask tutors to provide examples of how students were prepared to employ the various strategies and skills during the basic school classroom work including STS Field Experience in year 3 semester 1 and how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.
- 1.3 Introduce and discuss with tutors the course to be covered for the semester. i.e.,
 Technology Leadership and Management.
- 1.4 Ask tutors to read the introduction, course description and the purpose of the course manual and indicate how they are related to student teachers' relevant previous knowledge
- 1.5 Ask Tutors to write the course learning outcomes (CLO) for lesson 1 and their corresponding course Learning indicators (CLI) for discussion.

E.g., CLO1: Demonstrate knowledge and understanding of the basic concepts of technology

- 1.2 Provide examples of how students were prepared to employ the various strategies and skills during the basic school classroom work including STS Field Experience in year 3 semester 1 and how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1
- 1.3 Discuss the course to be covered for the semester together with the lead. i.e.,
 Technology Leadership and Management.
- 1.4 Read the introduction, course description and the purpose of the course manual and indicate how they are related to student teachers' relevant previous knowledge
- 1.5 Write the course learning outcomes (CLO) for lesson 1 and their corresponding course Learning indicators (CLI) for discussion.

E.g.,
CLO1: Demonstrate
knowledge and
understanding of the basic
concepts of technology

leadership and management and their impact on organisational effectiveness and efficiency. NTS: 1b, 1c, 1e, 1f, 1g, 2c, 2e / NTECF: Pillar 1, 2 & 3

CLI 1: Explain the concepts of technology leadership in a written form e.g., examination, report, and quiz.

CLI 2: Explain the concepts of technology management in a written form e.g. examination, report, and quiz.

CLI 3: Distinguish between the concepts of technology leadership and technology management in a written form e.g. examination, report, and quiz.

b) Introduction to the session

- Review prior learning
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

1.6 In groups of two, ask tutors to discuss the two assessment components for the lesson. (Subject portfolio and subject project).

E.g.
Guiding student teachers to create e-portfolios to contain:

a. Two (2) documents from project using Leadership and management concepts including IT strategic plans, project budgets, IT recruitment, selection & appraisal documents etc.

leadership and management and their impact on organisational effectiveness and efficiency. NTS: 1b, 1c, 1e, 1f, 1g, 2c, 2e / NTECF: Pillar 1, 2 & 3.

CLI 1: Explain the concepts of technology leadership in a written form e.g., examination, report, and quiz.

CLI 2: Explain the concepts of technology management in a written form e.g. examination, report, and quiz.

CLI 3: Distinguish between the concepts of technology leadership and technology management in a written form e.g. examination, report, and quiz.

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E.g.
Guiding student teachers to create e-portfolios to contain:

a. Two (2) documents from project using Leadership and management concepts including IT strategic plans, project budgets, IT recruitment, selection & appraisal documents etc.

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

b. Reflective notes of their observation during school visit relating to various technology leadership and management concepts.

NOTE: Revise with tutors the Course Assessment Components. That is:

Overall weighting of Subject project = 30%
Weighting of individual parts of project out of 100

- Introduction 10
- Methodology 20
- Substantive section40
- Conclusion 30

Overall weighting of subject portfolio = 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%

Introduction to the lesson

1.7 In groups of two, ask tutors to review the previous lessons learnt

b. Reflective notes of their observation during school visit relating to various technology leadership and management concepts.

NOTE: Revise the Course Assessment Components. That is:

Overall weighting of Subject project = 30%
Weighting of individual parts of project out of 100

- Introduction 10
- Methodology 20
- Substantive section40
- Conclusion 30

Overall weighting of subject portfolio = 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%

Introduction to the lesson

1.7 In groups of two, review the previous lessons learnt in Year 3

in Year 3 semester 1 PD sessions i.e., Web and Mobile Development in Education. E.g., Essential concepts and technologies of Web, and how they applied them in their teaching.

1.8 Ask tutors to:

i. read the introductory sections of lesson 1 up to the learning outcomes and their corresponding indicators individually and then discuss in pairs (mixed pairs where applicable).

E.g., Lesson description -This lesson introduces the concepts needed and progresses to understand technology leadership and management.

Distinctive Aspects

- 1.9 Ask tutors to
 - i. Write on a sticky pad the distinctive aspects of the lesson. i.e., differences between leadership and management.
 - ii. Identify areas that need further clarification on the lesson. E.g. Leadership as implied in ICT and other course areas.

NB: Remind tutors to plan for their teaching as they go through the PD session. E.g., using Tutor-led semester 1 PD sessions i.e., Web and Mobile Development in Education. E.g., Essential concepts and technologies of Web, and how you applied them in your teaching.

1.8

i. Individually read the introductory sections of lesson 1 up to the learning outcomes and their corresponding indicators and then discuss in pairs (mixed pairs where applicable).

E.g., Lesson description -This lesson introduces the concepts needed and progresses to understand technology leadership and management.

Distinctive Aspects

1.9

- i. Write down the distinctive aspects of the lesson. i.e., differences between leadership and management.
- ii. Identify areas that need further clarification on the lesson. E.g.Leadership as implied in ICT and other course areas.

NB: Plan for your teaching as you go through the PD session. E.g., using Tutor-led discussion, self-prepared

	discussion, self-prepared	videos or from YouTube	
	videos or from YouTube	video to aid the lesson.	
	video to aid the lesson.	video to did the lesson.	
	video to dia the lesson.		
2. Concept	Concept Development	Concept Development	15 mins
Development			
(New learning	2.1 Engage tutors in a	2.1 Using "radio reporting"	
likely to arise in	discussion using "radio	technique discuss the	
lesson/s):	reporting" technique on	concept of Leadership	
Identification	the concept of	and Management.	
and discussion	Leadership and		
of new learning,	Management.		
potential	NB: Radio reporting	NB: Radio reporting	
barriers to	technique is a strategy	technique is a strategy	
learning for	where students (learners)	where students (learners)	
student	contribute to a lesson in	contribute to a lesson in	
teachers or	turns as if they are	turns as if they are	
students,	reporting for a radio	reporting for a radio	
concepts or	station.	station.	
pedagogy being			
introduced in	2.2 Ask tutors to write a	2.2 Write a possible barrier	
the lesson,	possible barrier in	in learning the concept	
which need to	learning the concept	above for discussion.	
be explored	above for discussion.		
with the SL/HoD	E.g., Some student teachers	E.g., Some student teachers	
NB The guidance	might not have had	might not have had	
for SL/HoD should	knowledge and	knowledge and	
set out what they	understanding of how	understanding of how	
need to do to	organisations are led	organisations are led.	
introduce and			
explain the issues/s	2.3 Ask tutors to identify	2.3 Identify appropriate	
with tutors	appropriate teaching	teaching strategies that	
	strategies that can best	can best explain the	
	explain the new	new concepts identified.	
	concepts identified in	i.e., Technology	
	the lesson. i.e.,	Leadership and	
	Technology Leadership	Management.	
	and Management.	J	
	Ĭ		
	E.g., Flipped instruction:	E.g., Flipped instruction:	
	asking students to complete	asking students to complete	
	the reading, preparation	the reading, preparation	
	and introductory work at	and introductory work at	
	home. Then, during class	home. Then, during class	
	time, the students do	time, the students do	
	practice questions that they	practice questions that they	

		would traditionally do for homework.	would traditionally do for homework.	
3.	Planning for teaching, learning and assessment	Planning for teaching, learning and assessment activities	Planning for teaching, learning and assessment activities	
•	activities for the lesson/s Reading and discussion of the teaching and learning	3.1 In groups of two ask tutors to watch the YouTube video below about leadership and management on any internet enabled device	3.1 In groups of two watch the YouTube video below about leadership and management on any internet enabled device available.	
•	activities Noting and addressing areas where tutors	available. https://youtu.be/5S1EorW2 ZcM?t=43	https://youtu.be/5S1EorW2 ZcM?t=43	
•	may require clarification Noting opportunities for making links to the Basic School	3.1.1 Ask tutors to discuss the content of the video in relation to the teaching and learning activities in the course manual.	3.1.1 Discuss the content of the video in relation to the teaching and learning activities in the course manual.	
•	Curriculum Noting opportunities	3.2 Ask Tutors to note areas that require clarification and/or contribution.	3.2 Note areas that require clarification and/or contribution.	
	for integrating: GESI responsiveness and ICT and 21st C skills	E.g. Differences between leadership and management	E.g. Differences between leadership and management.	
•	Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two	3.3 Ask tutors to discuss how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 1.	3.3 Discuss how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 1.	
	opportunities to use continuous assessment to support student teacher learning	E.g., Explain the concepts of technology leadership in a written form (examination, report from STS, and quiz).	E.g., Explain the concepts of technology leadership in a written form (examination, report from STS and quiz).	

- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
 - guidance on any power point presentation, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- 3.4 Using think-pair-share, ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g., Equal representation of both gender of different ethnicity and mixed ability grouping as appropriate.
- 3.5 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

E.g., Assessment for learning: Group presentations on the two terms; leadership and management.

Note

Encourage tutors to instruct student-teachers to work in groups (in mixed ability, and pay attention to the composition of females and males during the group work). Remind student teachers to use either concept maps, simulations or multimedia for the presentations

3.6 Ask tutors to list the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school curriculum.

- 3.4 Using think-pair-share, discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g., Equal representation of males and females of different ethnicity and mixed ability grouping as appropriate.
- 3.5 Read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

E.g., Assessment for learning: Group presentations on the two terms; leadership and management.

Note

Instruct student -teachers to work in groups (in mixed ability, and pay attention to the composition of females and males during the group work). Remind student teachers to use either concept maps, simulations or multimedia for the presentations

3.6 List the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school curriculum.

		E.g., Open Educational Resources (Including: YouTube, MOOCS- Udemy/coursera, khan academy, TESSA) Make sure the resources are enough and appropriate to all learners (males, females and people with SEN).	E.g., Open Educational Resources (Including: YouTube, MOOCS- Udemy/coursera, khan academy, TESSA) Make sure the resources are enough and appropriate to all learners (males, females and people with SEN).	
		3.7 Ask tutors to brainstorm a plan that will be appropriate for the next lesson: Concepts of Business Models.	3.7 Brainstorm a plan that will be appropriate for the next lesson: Concepts of Business Models.	
4.	Evaluation and review of session:	Evaluation and review of session	Evaluation and review of session	15 mins
•	Tutors need to identify critical friends to observe lessons	4.1 Ask tutors to identify any outstanding issues relating to the lesson for clarification	4.1 Identify any outstanding issues relating to the lesson for clarification	
•	and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s	4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during next PD session.	4.2 Identify a critical friend to sit in your class during lesson and report on observation during next PD session.	
	for clarification	4.3 Remind tutors to read lesson 2 from the PD manual and find relevant materials for the next session.	4.3 Read lesson 2 from the PD manual and find relevant materials for the next session.	

Age Levels/s: JHS Name of Subject: ICT

Course: Technology Leadership and

Management

Topic: Business Models

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to	INTRODUCTION	INTRODUCTION	20 mins
 the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning 	1.1 Ask tutors to write one (1) thing they learnt in their last PD session on lesson 1. I.e., introduction to leadership and management 1.1.1 Ask tutors to share what they have	1.1 Write one (1) thing you learnt in your last PD session on lesson 1. I.e., introduction to leadership and management 1.1.1 Share what you have written with the	
outcomes and indicators • Overview of	written with the whole group.	whole group.	
content and identification of any distinctive aspects of the lesson/s,	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills during the basic	1.2. Provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work	

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

- school classroom work in STS Field Experience in year 4 semester 1.
- 1.3 Invite the critical friend who observed lesson 1 to share his/her observation
- 1.4 Ask tutors to individually read and identify the main features of the lesson from the course manual i.e., lesson description, learning outcomes and their corresponding indicators.
- E.g., Demonstrate knowledge and understanding of business modelling and the impact of ICT in educational service deliver NTS: 1b, 1c, 1e, 1f, 1g, 2c, 2e /NTECF: Pillar 1, 2 & 3

Distinctive Aspect

1.5 Ask tutors to brainstorm and write the distinctive aspects of the lessons.

E.g.,

- i. Concepts of business models
- ii. Components of a business model Partners, Key resources, Key activities etc.
- 1.5.1 Ask tutors to use think-pair-share to discuss their responses taking into consideration GESI issues i.e., using

- in STS Field Experience in year 4 semester 1.
- 1.3 The critical friend who observed lesson 1 to share his/her observation.
- 1.4 Individually read and identify the main features of the lesson from the course manual i.e., lesson description, learning outcomes and their corresponding indicators.

E.g., Demonstrate knowledge and understanding of business modelling and the impact of ICT in educational service deliver NTS: 1b, 1c, 1e, 1f, 1g, 2c, 2e /NTECF: Pillar 1, 2 & 3

Distinctive Aspect

1.5 Brainstorm and write the distinctive aspects of the lessons.

E.g.,

- i. Concepts of business models
- ii. Components of a business model Partners, Key resources, Key activities etc.
- 1.5.1 Use think-pair-share to discuss your responses taking into consideration GESI issues i.e., using mixed pair where

	T	T	1
	mixed pair where	applicable to take	
	applicable to take	leading roles.	
	leading roles.		
	1.5.2 Ask tutors to	1.5.2	
	i. Identify areas that	i. Identify areas that	
	need further	need further	
	clarification in the	clarification in the	
	lesson.	lesson.	
	E.g., the brick and	E.g., the brick and	
	mortar/click and mortar	mortar/click and mortar	
	and online organisations	and online organisations	
	and their impact on	and their impact on	
	education.	education.	
	ii. Plan for their	ii. Plan for your	
	teaching as they go	teaching as you go	
	through the PD	through the PD	
	session.	session.	
	E.g., Using Creative	E.g., Using Creative	
	Approaches (such as,	Approaches (such as,	
	games, storytelling, role	games, storytelling, role	
	paly, songs and modelling)	paly, songs and modelling)	
	to aid the lesson.	to aid the lesson.	
2. Concept	Concept Development	Concept Development	15 mins
			12 1111112
Development			13 111113
Development (New learning	2.1 Ask tutors to list and		13 111113
(New learning		2.1 List and share the major	13 1111113
(New learning likely to arise in	2.1 Ask tutors to list and share the major concepts in the lesson.		13 1111113
(New learning	share the major	2.1 List and share the major	13 111115
(New learning likely to arise in lesson/s):	share the major concepts in the lesson.	2.1 List and share the major concepts in the lesson.	13 111115
(New learning likely to arise in lesson/s): • Identification and discussion	share the major concepts in the lesson. 2.1.1 Using interactive talk	2.1 List and share the major concepts in the lesson.2.1.1 Using interactive talk	13 111115
 (New learning likely to arise in lesson/s): Identification and discussion of new learning, 	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead	2.1 List and share the major concepts in the lesson.	13 1111115
 (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential 	share the major concepts in the lesson. 2.1.1 Using interactive talk	2.1 List and share the major concepts in the lesson.2.1.1 Using interactive talk for learning engage in a discussion on the	13 1111115
(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the	2.1 List and share the major concepts in the lesson.2.1.1 Using interactive talk for learning engage in	
 (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential 	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a	2.1 List and share the major concepts in the lesson.2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the	
 (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student 	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the	2.1 List and share the major concepts in the lesson.2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the	
 (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or 	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e.	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e.	
 (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, 	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson.	2.1 List and share the major concepts in the lesson.2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson.	
(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	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models	
(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	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a	
(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	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners,	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners,	
(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,	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners, Key resources, Key activities	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners, Key resources, Key activities	
(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	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners,	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners,	
(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,	share the major concepts in the lesson. 2.1.1 Using interactive talk for learning lead tutors to engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners, Key resources, Key activities	2.1 List and share the major concepts in the lesson. 2.1.1 Using interactive talk for learning engage in a discussion on the major concepts of the lesson. i.e. i. Concepts of business models ii. Components of a business model Partners, Key resources, Key activities	

NB The guidand for SL/HoD sho set out what the need to do to introduce and explain the issues/s with tutors	uld (2) possible barriers in	barriers in learning the concept above for discussion. e.g., Misunderstanding of how organisations operate. 2.3 identify appropriate teaching strategies that	
	E.g., a. breaking class into small diverse groups b. showing business model canvas of the various components of a business and c. discussing how the various component relate to each other.	E.g., a. breaking class into small diverse groups b. showing business model canvas of the various components of a business and c. discussing how the various component relate to each other.	
3. Planning for	Planning for teaching	Planning for teaching.	
3. Planning for		Planning for teaching,	
teaching,	learning and assessment	learning and assessment	
teaching, learning and	learning and assessment activities		
teaching, learning and assessment	learning and assessment activities	learning and assessment activities	
teaching, learning and assessment activities fo	learning and assessment activities 3.1 Ask tutors to	learning and assessment activities 3.1 Individually read	
teaching, learning and assessment activities fo the lesson/s	learning and assessment activities 3.1 Ask tutors to Individually read	learning and assessment activities 3.1 Individually read through the teaching	
teaching, learning and assessment activities fo the lesson/s	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching	learning and assessment activities 3.1 Individually read through the teaching and learning activities	
teaching, learning and assessment activities fo the lesson/s Reading and discussion o	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group	
teaching, learning and assessment activities fo the lesson/s • Reading and discussion o the teaching and learning	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the	
teaching, learning and assessment activities fo the lesson/s • Reading and discussion of the teaching and learning activities • Noting and	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e.,	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their	
teaching, learning and assessment activities fo the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small	
teaching, learning and assessment activities fo the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide Theme 4.	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide Theme 4.	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting opportunities	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide Theme 4.	
teaching, learning and assessment activities fo the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting opportunities for making I	learning and assessment activities 3.1 Ask tutors to Individually read through the teaching and learning activities outlined in lesson 2 of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide	learning and assessment activities 3.1 Individually read through the teaching and learning activities outlined in lesson of the course manual for group discussion. I.e., surf the internet with their mobile phones for the meaning of business model. Then report their findings through small group presentations PD Guide Theme 4.	

- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local

availability

- 3.1.1 Ask Tutors to note areas that require clarification and/or contribution.
- E.g., Emerging ICT business models and the sharing economy and education.
- 3.2 Lead tutors to discuss in groups how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for Jesson 2.
- E.g., watch a video on how some business models work like the brick and mortar/click and mortar and online organisations and their impact on education e.g. distance learning, MOOCs.
- 3.3 Using think pair share, ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g. A Male and a female taking turns in leading roles.
- 3.4 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

- 3.1.1 Note areas that require clarification and/or contribution.
- E.g., Emerging ICT business models and the sharing economy and education
- 3.2 Discuss in groups how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 2.
- E.g., watch a video on how some business models work like the brick and mortar/click and mortar and online organisations and their impact on education e.g. distance learning, MOOCs
- 3.3 Using think pair share, discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g. A Male and a female taking turns in leading roles.
- 3.4 Read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

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	o guidance on any power point presentation s, TLM or other resources which need to be developed to support	E.g. Student teachers write reflective notes on how ICTs affect the model that educational organisations use to serve their patrons. NB: Reflective notes can go into portfolio. 3.4.1 Remind tutors to focus on subject and the	E.g. Student teachers write reflective notes on how ICTs affect the model that educational organisations use to serve their patrons. NB: Reflective notes can go into portfolio. 3.4.1 Focus on the subject project and the subject portfolio of	
•	learning Tutors should be expected to have a plan for	project and the subject portfolio of NTEAP document	subject portfolio of NTEAP document	
	the next lesson for student teachers	3.5 Ask tutors to list the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.	3.5 List the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.	
		E.g. Tablet, YouTube Video, Projector, Laptop.	E.g., Tablet, YouTube Video, Projector, Laptop.	
		3.7 Ask tutors to think of a plan that will be appropriate for the next lesson. i.e., IT strategy and tactics.	3.7 Think of a plan that will be appropriate for the next lesson. i.e., IT strategy and tactics.	
4.	Evaluation and review of	Evaluation and review of	Evaluation and review of	15 mins
	session:	session	session	
•	Tutors need to identify critical friends to observe lessons and report at	4.1 Ask tutors to identify any outstanding issues relating to the lesson for clarification	4.1 identify any outstanding issues relating to the lesson for clarification	
•	next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during next PD session.	4.2 Identify a critical friend to sit in your class during lesson and report on observation during next PD session.	

4.3 Encourage tutors to	4.3 Read lesson 3 from the	
read lesson 3 from the	PD manual and find	
PD manual and find	relevant materials for	
relevant materials for	the next session.	
the next session.		

Name of Subject: ICT

Course: Technology Leadership and

Management

Topic: IT strategy and Tactics

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	1.1 Ask tutors to write one (1) thing they learnt in their last PD session on Business Models 1.1.1 Ask tutors to share what they have written with the whole group. 1.2 Ask tutors to provide examples of how	 Introduction 1.1 Write one (1) thing you learnt in your last PD session on Business Models 1.1.1 Share what you have written with the whole group. 1.2 Provide examples of how students will be 	20 mins
 Overview of content and identification of any distinctive aspects of the lesson/s, 	students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.3 Ask the critical friend who observed the previous lesson on Business Models to share his/her observation.
- 1.4 Guide tutors to identify and read the main features of the lesson from the course manual i.e., lesson description, learning outcomes and their corresponding indicators individually.

E.g. Lesson description: In this lesson, student teachers will examine what ICT strategy and tactics are. It assumes studentsteachers have no prior organisational strategy experience and introduces the concepts needed and progresses to support understanding. (National Teachers' Standard: 1a, 1b, 3b, 3c, 3e, 3d, 3n/NTECF: Pillar crosscutting issues; Core skills, Professional values and attitudes).

Distinctive Aspects

- 1.5 Ask tutors to brainstorm and write down the distinctive aspects of the lessons.
- E.g. IT strategy versus corporate/business level strategy
- 1.5.1 Ask tutors to discuss their responses in pairs, taking into consideration GESI issues e.g., pairing a male tutor with a female tutor.

- 1.3 The critical friend who observed the previous lesson on Business Models shares his/her observation.
- 1.4 Identify and read the main features of the lesson from the course manual i.e., lesson description, learning outcomes and their corresponding indicators individually.

E.g. Lesson description: In this lesson, student teachers will examine what ICT strategy and tactics are. It assumes studentsteachers have no prior organisational strategy experience and introduces the concepts needed and progresses to support understanding. (National Teachers' Standard: 1a, 1b, 3b, 3c, 3e, 3d, 3n/NTECF: Pillar crosscutting issues; Core skills, Professional values and attitudes).

Distinctive Aspects

- 1.5 Brainstorm and write down the distinctive aspects of the lessons.
- E.g. IT strategy versus corporate/business level strategy
- 1.5.1 In pairs discuss your responses, taking into consideration GESI issues e.g., pairing a male tutor with a female tutor.

		T	1
	 i. Identify areas that need further clarification in the lesson. E.g., IT strategy and their impact ii. Plan for their teaching as they go through the PD session. E.g. using tutor-led discussion, self-prepared videos or YouTube video to aid the lesson. 	 i. Identify areas that need further clarification in the lesson. E.g., IT strategy and their impact. ii. Plan for your teaching as you go through the PD session. E.g. using tutor-led discussion, self-prepared videos or YouTube video to aid the lesson. 	
2. Concept	Concept Development	Concept Development	15 mins
Development			
(New learning	2.1 Ask tutors to write	2.1 Write down and share	
likely to arise in	down and share with a	with a colleague, the	
lesson/s):	colleague, the major	major concepts in the	
Identification	concepts in the lesson.	lesson.	
and discussion	E.g., Organisational	E.g., Organisational	
of new learning,	Strategy for Education	Strategy for Education	
potential	2.1.1.1.004 to the section of the sec	2.1.1 Discuss to goth on the	
barriers to	2.1.1 Lead tutors to engage in a discussion on the	2.1.1 Discuss together the	
learning for student	major concepts they	major concepts that you have written and	
teachers or	have written and	shared	
students,	shared.	Silaicu	
concepts or	Silarca.		
pedagogy being	2.2 Ask tutors to write two	2.2 Write two (2) possible	
introduced in	(2) possible barriers in	barriers in learning the	
the lesson,	learning the concept	concept above for	
which need to	above for discussion.	discussion.	
be explored	E.g., lack of technical	E.g., lack of technical	
with the SL/HoD	support.	support.	
NB The guidance			
for SL/HoD should	2.3 Ask tutors to identify	2.3 Identify appropriate	
set out what they	appropriate teaching	teaching strategies that	
need to do to	strategies that can best	can best explain the	
introduce and	explain the new	new concepts identified.	
explain the	concepts identified.		
issues/s with			
tutors	E.g., Flipped instruction:	E.g., Flipped instruction:	
	asking students to complete	asking students to complete	
	the reading, preparation	the reading, preparation	
	and introductory work at	and introductory work at	

		home. Then, during class time, the students do practice questions that they would traditionally do for	home. Then, during class time, the students do practice questions that they would traditionally do for
		homework.	homework.
3. Planr teach learn	_	Planning for teaching, learning and assessment activities	Planning for teaching, learning and assessment activities
activi the le Readi discus the te	ssion of eaching earning	3.1 Ask Tutors to individually read through the teaching and learning activities outlined in the lesson from the course manual for group discussion.	3.1 Individually read through the teaching and learning activities outlined in the lesson from the course manual for group discussion.
Notin addre	ng and essing where s may	E.g., Tutor uses a short interactive lecture to introduce student-teachers to what an organisational strategy is.	E.g., Tutor uses a short interactive lecture to introduce student-teachers to what an organisational strategy is.
 Notin opportion of the for m to the School 	rtunities aking links e Basic	3.2 Ask tutors to watch a video on organisational strategy using the link below for group discussion. https://youtu.be/O8noYhm	3.2 Watch a video on organisational strategy using the link below for group discussion. https://youtu.be/O8noYhm
Notin oppo		3.2.1 Ask tutors to discuss their findings with the larger group	3.2.1 Discuss your findings with the larger group.
and IOCC skill Readi discus		3.3 Ask Tutors to note areas that require clarification and/or contribution. E.g. corporate level strategy.	3.3 Note areas that require clarification and/or contribution. <i>E.g.</i> corporate level strategy.
continates assess oppositive lesson includents	nuous sment rtunities in esson. Each n should de at least rtunities to	3.4 Lead tutors to discuss in groups how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for the Jesson.	3.4. Discuss in groups how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for the lesson.

manual for the lesson.

use continuous assessment to support student teacher learning

- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
 - guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

E.g., Tutor tasks student teachers to write reflective notes on the lesson treated.

- 3.5 Using think-pair- share, ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E.g., Males and females taking turns in leading roles and Inclusivity.
- 3.6 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.

E.g., The use of smartphones to prepare and present lessons.

- 3.7 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g. Explain the concepts of strategic management in a written form using an appropriate software.

NB: Remind tutors to focus on subject project and the subject portfolio of NTEAP document.

E.g., Tutor tasks student teachers to write reflective notes on the lesson treated.

3.5 Using think-pair-share, discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.

E.g., Males and females taking turns in leading roles and Inclusivity.

3.6 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.

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E.g. Explain the concepts of strategic management in a written form using an appropriate software.

NB: Focus on the subject project and the subject portfolio of NTEAP document.

			,
	3.8 Ask tutors to list the	3.8 List the needed inclusive	
	needed inclusive	resources for the	
	resources for the	teaching and learning of	
	teaching and learning of	the concepts identified	
	the concepts identified	in both CoE and basic	
	in both CoE and basic	school classroom.	
	school classroom.		
	E.g. a YouTube Video,	E.g., a YouTube Video,	
	Coursera, Khan Academy,	Coursera, Khan Academy,	
	Projector, Laptop (PC)	Projector, Laptop (PC)	
	3.9 Ask tutors to brainstorm	3.9 Brainstorm a plan that	
	a plan that will be	will be appropriate for	
	appropriate for the next	the next lesson:	
	lesson:		
	IT strategy and tactics II	IT strategy and tactics II	
	<u> </u>		
4. Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
review of	session	session	
	session		
review of	session 4.1 Individually, let tutors		
review of session:		session	
review of session: • Tutors need to	4.1 Individually, let tutors	session 4.1 Identify any outstanding	
review of session: • Tutors need to identify critical	4.1 Individually, let tutors identify any outstanding	session 4.1 Identify any outstanding issues relating to the	
review of session: Tutors need to identify critical friends to	4.1 Individually, let tutors identify any outstanding issues relating to the	session 4.1 Identify any outstanding issues relating to the	
review of session: • Tutors need to identify critical friends to observe lessons	4.1 Individually, let tutors identify any outstanding issues relating to the	session 4.1 Identify any outstanding issues relating to the	
review of session: • Tutors need to identify critical friends to observe lessons and report at next session.	4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification	session 4.1 Identify any outstanding issues relating to the lesson for clarification	
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and	4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification4.2 Ask tutors to identify a	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend 	
review of session: • Tutors need to identify critical friends to observe lessons and report at next session.	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class 	
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report 	
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during 	
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during the 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during 	
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	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during the 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during 	
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	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during the next PD session 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during the next PD session. 	
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	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during the next PD session 4.3 Ask tutors to read 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during the next PD session. 4.3 Read lesson 4 from the 	
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	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during the next PD session 4.3 Ask tutors to read lesson 4 from the PD 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during the next PD session. 4.3 Read lesson 4 from the PD manual and find 	
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	 4.1 Individually, let tutors identify any outstanding issues relating to the lesson for clarification 4.2 Ask tutors to identify a critical friend to sit in their class during lesson and report on observation during the next PD session 4.3 Ask tutors to read lesson 4 from the PD manual and find 	 session 4.1 Identify any outstanding issues relating to the lesson for clarification 4.2 Identify a critical friend to sit in your class during lesson and report on observation during the next PD session. 4.3 Read lesson 4 from the PD manual and find relevant materials for 	

Topic: IT strategy and tactics II

Tutor PD Session for Lesson 4 in the Course Manual

fra to se sh bu wl for an ea bu ad sp sh th	cus: the bullet pints provide the ame for what is be done in the ssion. The SWL ould use the allets to guide the SL/HoD of tutors to do and say during ch session. Each allet needs to be dressed and ecific reference ould be made to be course anual/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	Introduction to the session	Introduction to the session	20 mins
	the session			
•	Review prior	Start with an icebreaker		
	learning			
•	A critical friend	1.1 Using questioning, ask	1.1 Review and reflect on	
	to share	tutors to review and	the previous PD Session	
	findings for a	reflect on the previous	(Lesson 3) and how useful it was on the	
	short discussion	PD Session (Lesson 3) and how	lesson taught.	
	and lessons learned	useful it was on the	iesson taugnt.	
•	Reading and	lesson taught.		
	discussion of	i.e., Relationship between	i.e., Relationship between	
	the	IT Strategy and	IT Strategy and	
	introductory	corporate/business level	corporate/business level	
	sections of the	strategy.	strategy.	
	lesson up to			
	and including	1.2 Ask tutors to provide	1.2 Provide examples of	
	learning	examples of how	how students will be	
	outcomes and	students will be	prepared to employ the	
	indicators	prepared to employ the	various strategies and	
•	Overview of	various strategies and	skills during the basic	
	content and	skills during the basic	school classroom work	

	identification of	school classroom work	in STS Field Experience	
	any distinctive	in STS Field Experience	in year 4 semester 1.	
	aspects of the	in year 4 semester 1.		
	lesson/s,			
NE	3 The guidance	1.3 Invite the critical friend	1.3 The critical friend who	
	r SL/HoD should	who observed Lesson 3	observed Lesson 3	
	entify and	to share their	should shares his/her	
	•	experiences and the	•	
	ldress any areas	'	experience and the	
	here tutors might	impacts on their	impacts when	
	quire clarification	facilitating in class.	facilitating in class.	
	any aspect of			
th	e lesson.	1.4 Ask tutors to read the	1.4 Read the introduction,	
NE	3 SL/HoD should	introduction, lesson	lesson description and	
as	k tutors to plan	description and the	the purpose of lesson 4	
fo	r their teaching	purpose of lesson 4 in	in the course manual	
	they go through	the course manual and	and indicate how they	
	e PD session	indicate how they are	are related to student	
		related to student	teachers' relevant	
		teachers' relevant	previous knowledge.	
		previous knowledge.	previous knowledge.	
		previous knowledge.		
		Distinctive Aspect	Distinctive Aspect	
		1.5 Ask tutors to be in pairs	1.5 In pairs, identify the	
		and identify the	distinctive aspects of the	
		distinctive aspects of the	lesson for discussion.	
		lesson for discussion.		
		E.g., SWOT analysis and	E.g., SWOT analysis and	
		choosing a strategy	choosing a strategy	
2	Concept	Concept Development	Concept Development	15 mins
2.	Development	Concept Development	Concept Development	כוווווו כד
	-	2.1 Using broinstorming	2.1 Using brainstarming	
	(New learning	2.1 Using brainstorming,	2.1 Using brainstorming,	
	likely to arise in	ask tutors to write at	write at least two major	
	lesson/s):	least two major	concepts in the lesson	
•	Identification	concepts in the lesson	and share with the	
	and discussion	and share with the	whole group	
	of new learning,	whole group		
	potential	e.g., SWOT Analysis and	e.g., SWOT Analysis and	
	barriers to	choosing a strategy	choosing a strategy	
	learning for			
	student	2.2 Ask tutors to discuss the	2.2 Discuss the potential	
	teachers or	potential	misconceptions and	
	students,	misconceptions and	barriers with respect to	
	concepts or	barriers with respect to	the concepts listed	
	pedagogy being	the concepts listed	above.	
	introduced in	above.	above.	

	.1 1			I
	the lesson,	E.g., There is no time for	E.g. There is no time for	
	which need to	planning and analysis,	planning and analysis,	
	be explored	there's too much work to	there's too much work to	
	with the	do.	do.	
	SL/HoD			
NE	3 The guidance	2.3 Ask tutors to identify	2.3 identify the most	
fo	r SL/HoD should	the most appropriate	appropriate teaching	
	t out what they	teaching strategies that	strategies that can be	
	ed to do to	can be employed to best	employed to best	
	roduce and	explain the new	explain the new	
	plain the issues/s	concepts identifi		
	•	concepts identifi	concepts identified	
WI	th tutors			
		E.g., using multimedia	E.g., using multimedia	
		(images/videos) to	(images/videos) to	
		introduce student teachers	introduce student teachers	
		to the SWOT Analysis.	to the SWOT Analysis	
L				
3.	Planning for	Planning for teaching,	Planning for teaching,	40 mins
	teaching,	learning and assessment	learning and assessment	
	learning and	activities	activities	
	assessment			
	activities for	3.1 Guide tutors to watch a	3.1 Watch a YouTube video	
	the lesson/s	YouTube video on SWOT	on SWOT Analysis and	
	Reading and	Analysis and discuss the	discuss the teaching and	
•	_	-		
	discussion of	teaching and learning	learning activities in the	
	the teaching	activities in the course	course manuals that can	
	and learning	manuals that can be	be applied to the	
	activities	applied to the teaching	teaching of the topic	
•	Noting and	of the topic E.g.,	E.g.,	
	addressing			
	areas where		https://youtu.be/JXXHqM6	
	tutors may	<u>RzZQ</u>	<u>RzZQ</u>	
	require	3.1.1 Ask tutors to identify	3.1.1 Identify areas in the	
	clarification	·	<u>-</u>	
•	Noting	areas in the video they	video you watched	
	opportunities	watched that require	that require further	
		clarifications.	clarifications.	
	for making links			
	to the Basic	3.2 Engage tutors to discuss	3.2 Discuss how these	
	School	how these different	different activities from	
	Curriculum	activities from the video	the video watched	
•	Noting	watched would be	would be carried out in	
	opportunities	carried out in both CoE	both CoE and basic	
	for integrating:	and basic school	school classroom to	
	GESI	classroom to achieve	achieve the LOs and the	
	responsiveness	the LOs and the LIs of	Lis of the course manual	
	and ICT and 21st	the course manual for	for lesson 4.	
	C skills		101 1633011 4.	
	COMINO	lesson 4.		

- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
 - guidance on any power point presentation s, TLM or

- Note: Ensure all instructions carried out are gender responsive. Making both gender and people with SEN active in the discussion.
- 3.3 Ask tutors to discuss how GESI issues like inclusivity related to the teaching and learning activities of the lesson would be addressed.
- 3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- e.g., The use of media elements to prepare and present lessons.
- 3.5 Ask tutors to read the assessment activities in the course manuals and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g., Develop a lesson to be presented which is gender friendly using CorelDraw, to teach the concepts:

 SWOT Analysis and choosing a strategy
- NB: These could be added to their subject portfolio/ project

- Note: Ensure all instructions carried out are gender responsive. Making both gender and people with SEN active in the discussion.
- 3.3 Discuss how GESI issues like inclusivity related to the teaching and learning activities of the lesson would be addressed.
- 3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- e.g., The use of media elements to prepare and present lessons.
- 3.5 Read the assessment activities in the course manuals and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g., Develop a lesson to be presented which is gender friendly using CorelDraw, to teach the concepts:

 SWOT Analysis and choosing a strategy
- NB: These could be added to their subject portfolio/ project

	other	3.6 Ask tutors to identify	3.6 Identify other inclusive	
	resources	other inclusive	resources for teaching	
	which need	resources for teaching	and learning of the	
	to be	and learning of the	concepts in both CoE	
	developed to	concepts in both CoE	and basic school	
	support	and basic school	classroom.	
	learning	classroom.		
•	Tutors should	E.g., Projector, Adobe flash	E.g., Projector, Adobe flash	
	be expected to	player, etc.	player, etc.	
	have a plan for			
	the next lesson	3.7 Ensure that everybody	3.7 Ensure you have a	
	for student	has a concrete plan for	concrete plan for	
	teachers	teaching the given	teaching next given	
		topics.	topic.	
4.	Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
	review of	session:	session:	
	session:			
•	Tutors should	4.1 Ask tutors to identify	4.1 Identify any outstanding	
	Identifying	any outstanding issues	issues relating to the	
	critical friends	relating to the lesson 4	lesson 4 to be	
	to observe	to be addressed.	addressed.	
	lessons and			
	report at next	4.2 Ask tutors to identify a	4.2 Remember to identify a	
	session.	critical friend who took	critical friend who took	
•	Identifying and	part in the PD session to	part in the PD session to	
	addressing any	sit in their class during	sit in your class during	
	outstanding	lesson and report on	lesson and report on	
	issues relating	observation during next	observation during next	
	to the lesson/s	PD session.	PD session.	
	for clarification			
		4.3 Ask tutors to read	4.3 Read lesson 5 from the	
		lesson 5 from the PD	PD manual and find	
		manual and find	relevant materials for	
		relevant materials for	the next session.	
		the next session.		

Age Levels/s: JHS

Name of Subject/s: ICT

Technology Leadership and Management

Topic:

Managing Human Resources, I

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the sessionReview prior	Start with an Ice Breaker: 1.1 Using questioning, recap	Start with an Ice Breaker: 1.1 Review on what was	20 mins
 Review prior learning A critical friend to share findings for a short discussion and lessons 	lesson 4 on the concepts of the strategic planning process with tutors.	learnt in the previous PD session on lesson 4 i.e., the concepts of the strategic planning process	
learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	1.2 Provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	
indicators	1.3 Invite the critical friend who observed lesson 4	1.3 The critical friend who observed lesson 4	

 Overview of 			
O V CI VIC VV OI	to share his/her	shares his/her	
content and	observation.	observation.	
identification of			
any distinctive	1.4 Ask tutors to read and	1.4 Read and discuss the	
aspects of the	discuss the introduction,	introduction, lesson	
lesson/s,	lesson description, the	description, the lesson	
NB The guidance	lesson outcomes and	outcomes and the	
for SL/HoD should	the purpose of lesson 5	purpose of lesson 5 in	
identify and	in the course manual.	the course manual.	
address any areas	in the course manaan	the course manda.	
where tutors might			
require clarification	1.4.1 Indicate how they are	1.4.1 Indicate how they are	
l '	related to student	related to student	
on any aspect of the lesson.	teachers' relevant	teachers' relevant	
	previous knowledge.	previous knowledge.	
NB SL/HoD should			
ask tutors to plan	Distinctive Aspect	Distinctive Aspect	
for their teaching			
as they go through	1.5 Ask tutors to brainstorm	1.5 Brainstorm the	
the PD session	the distinctive aspects of	distinctive aspects of the	
	the lesson. i.e., Job	lesson. i.e., Job analysis,	
	analysis, recruitment.	recruitment.	
	anarysis, recraitment.	recraitment.	
	1.5.1 Ask tutors to use	1.5.1 Pair-share responses	
	think- pair-share	and identify any	
	responses and	aspects of the lesson	
	identify any aspects	that need	
	of the lesson that	clarification.	
	need clarification.	Clarification.	
	need clarification.		
2. Concept	Concept Development	Concept Development	20 mins
Development	2.1 Ask tutors to identify at	2.1 Tutors identify at least	
(New learning	2.1 Ask tutors to identify at	2.1 Tutors identify at least	
	loost two concents in	turo concents in the	
likely to arise in	least two concepts in	two concepts in the	
likely to arise in lesson/s):	the lesson from the	lesson from the course	
•	the lesson from the course manual. <i>e.g., job</i>	lesson from the course manual. <i>e.g., job</i>	
lesson/s):	the lesson from the	lesson from the course	
lesson/s): • Identification	the lesson from the course manual. e.g., job analysis, recruitment.	lesson from the course manual. <i>e.g., job analysis, recruitment</i> .	
lesson/s): • Identification and discussion	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts	
lesson/s):Identification and discussion of new learning,	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female	
lesson/s):Identification and discussion of new learning, potential	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading	
 lesson/s): Identification and discussion of new learning, potential barriers to 	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors take leading roles	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading roles wherever	
lesson/s): • Identification and discussion of new learning, potential barriers to learning for	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading	
lesson/s): • Identification and discussion of new learning, potential barriers to learning for student	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors take leading roles	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading roles wherever	
lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students,	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors take leading roles wherever applicable.	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading roles wherever applicable.	
lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors take leading roles wherever applicable. 2.2 Ask tutors to write at	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading roles wherever applicable. 2.2 Write at least one	
lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students,	the lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Ask tutors to discuss the concepts in pairs making female tutors take leading roles wherever applicable. 2.2 Ask tutors to write at least one possible	lesson from the course manual. e.g., job analysis, recruitment. 2.1.1 Discuss the concepts in pairs making female tutors take leading roles wherever applicable. 2.2 Write at least one possible challenge in	

	which need to	E.g., some student teachers	E.g., some student teachers	
	be explored	might have some	might have some	
	with the	misconceptions of the	misconceptions of the	
	SL/HoD	recruitment process.	recruitment process.	
NE	The guidance			
fo	SL/HoD should	2.3 Ask tutors to identify	2.3 Identify the most	
se	t out what they	the most appropriate	appropriate teaching	
ne	ed to do to	teaching strategies that	strategies that can be	
int	roduce and	can be employed to best	employed to best	
ex	plain the issues/s	explain the new	explain the new	
wi	th tutors	concepts identified.	concepts identified.	
		E.g., using questioning or	E.g., using questioning or	
		PowerPoint presentation to	PowerPoint presentation to	
		teach Job Recruitment.	teach Job Recruitment.	
2	Planning for	Planning for toaching	Planning for toaching	35 mins
٥.	Planning for teaching,	Planning for teaching, learning and assessment	Planning for teaching, learning and assessment	33 1111115
	learning and	activities	activities	
	assessment	activities	activities	
		2.4.4.4.4	2.1 Band that tanahina and	
	activities for	3.1 Ask tutors to read the	3.1 Read the teaching and	
	the lesson/s	teaching and learning	learning activities of	
•	Reading and	activities of lesson 5	lesson 5 from the course	
	discussion of	from the course manual.	manual	
	the teaching			
	and learning	Refer tutors to lesson 5 in	Refer to lesson 5 in the	
	activities	the course manual.	course manual.	
•	Noting and			
	addressing	3.1.1 Ask tutors to identify	3.1.1 Identify areas that	
	areas where	areas that require	require further	
	tutors may	further clarifications.	clarifications.	
	require			
	clarification	3.2 Ask tutors to discuss	3.2 Discuss how the	
•	Noting	how the different	different activities	
	opportunities	activities identified	identified would be	
	for making links	would be carried out in	carried out in both CoE	
	to the Basic	both CoE and basic	and basic school	
	School	school curriculum to	curriculum to achieve	
	Curriculum	achieve the LOs and the	the LOs and the LIs of	
•	Noting	LIs of the course manual	the course manual for	
	opportunities	for lesson.	lesson.	
	for integrating:			
	GESI	3.3 Ask tutors to list the	3.3 List the needed inclusive	
	responsiveness	needed inclusive	resources for the	
	and ICT and 21 st	resources for the	teaching and learning of	
	C skills	teaching and learning of	the concepts identified	
		the concepts identified	in both CoE and basic	
•	Reading,	in both CoE and basic	school classroom.	
	discussion, and	school classroom.	School classicolli.	
		SCHOOL CIASSLOOM.		

identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning

- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
 - guidance on any power point presentation s, TLM or other resources which need to be

E.g., Ms. PowerPoint, Laptop, smart phone

3.4 In pairs, ask tutors to identify any core and transferable skills, including 21st skills and the use of information technology tools can be developed or applied in the lesson and demonstrate how they can help student teachers to support basic school leaners to develop these skills through STS activities.

E.g., student teachers to critically think and do a group presentation on Job analysis for projects to recap the lesson.

- 3.4 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g., Mini Project: Conduct a job analysis for the computer laboratory for the STS school and develop a recruitment plan for same
- 3.4.1 Let tutors focus be on subject project and the subject portfolio of NTEAP document.

NB: Make sure that everybody has a real plan for teaching the given E.g., Ms. PowerPoint, Laptop, smart phone

3.4 In pairs, identify any core and transferable skills, including 21st skills and the use of information technology tools can be developed or applied in the lesson and demonstrate how they can help student teachers to support basic school leaners to develop these skills through STS activities.

E.g., student teachers to critically think and do a group presentation on Job analysis for projects to recap the lesson.

- 3.4 Read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g., Mini Project: Conduct a job analysis for the computer laboratory for the STS school and develop a recruitment plan for same
- 3.4.1 Focus on the subject project and the subject portfolio of NTEAP document.

NB: Make sure you have a real plan for teaching the given topics with emphasis

•	developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers	topics with emphasis on equality and inclusivity of both genders.	on equality and inclusivity of both genders.	
4.	Evaluation and review of session:	Evaluation and review of session:	Evaluation and review of session:	15 mins
•	Tutors should Identifying critical friends to observe lessons and	4.1 Ask tutors to identify any outstanding issues relating to the lesson for clarification.	4.1 Identify any outstanding issues relating to the lesson for clarification.	
•	report at next session. Identifying and addressing any outstanding	4.2 Ask tutors to identify a critical friend to sit in their lesson and report during next PD session.	4.2 Identify a critical friend to sit in your lesson and report during next PD session.	
	issues relating to the lesson/s for clarification	4.3 Ask tutors to read lesson 6 from the PD manual and find its relevant materials for the next session.	4.3. Read lesson 6 from the PD manual and find its relevant materials for the next session.	

Name of Subject: ICT

Technology Leadership and Management

Topic:

Managing Human Resources II

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to	Introduction to the session	Introduction to the session	20 mins
	1 1 Ask tutors to reflect and	1 1 Reflect and discuss the	
•			
•	•	•	
to share	its benefits on the	benefits on the lessons	
findings for a	lessons thought i.e.,	thought i.e., Managing	
short discussion	Managing Human	Human Resource	
and lessons	Resource		
learned			
 Reading and 	1.2 Ask tutors to provide	1.2 Provide examples of	
discussion of	-		
the			
introductory		S	
	9		
•	_		
_		-	
learning	-	iii yeai 4 semester 1.	
 the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the 	1.1 Ask tutors to reflect and discuss the previous PD Session (Lesson 5) and its benefits on the lessons thought i.e., Managing Human Resource	1.1 Reflect and discuss the previous PD session (Lesson 5) and its benefits on the lessons thought i.e., Managing Human Resource	

outcomes and 1.3 Invite the critical friend 1.3 The critical friend who	
indicators who observed Lesson 5 observed lesson 5	
Overview of to share his/her views shares his/her	
content and and the impacts on their observation and the	
identification facilitating in class. impacts made during	
of any facilitating in class.	
distinctive	
aspects of the 1.4 Ask tutors to read the 1.4 Read the introduction,	
lesson/s, introduction, lesson lesson description and	
NB The guidance description and the the purpose of lesson 6	
for SL/HoD should purpose of lesson 6 in in the course manual	
identify and the course manual and and indicate how they	
address any areas indicate how they are are related to student	
where tutors related to student teachers' relevant	
might require teachers' relevant previous knowledge.	
clarification on any previous knowledge.	
aspect of the	
lesson. E.g., Description: <i>Student</i> E.g., Description: <i>Student</i>	
NB SL/HoD should teachers will be introduced teachers will be introduced	
ask tutors to plan to the process of selecting to the process of selecting	
for their teaching the suitable candidate for the suitable candidate for	
as they go through employment and how to employment and how to	
the PD session measure the performance measure the performance	
of such an employee. NTS: of such an employee. NTS:	
2c, 2e, 3a, 3b, 3e / NTECF: 2c, 2e, 3a, 3b, 3e / NTECF:	
Pillar 1, 2 & 3 crosscutting Pillar 1, 2 & 3 crosscutting	
issues; Core skills, issues; Core skills,	
Assessment, Professional Assessment, Professional	
values and attitudes. values and attitude).	
Distinctive Aspects Distinctive Aspects	
1.5 Ask tutors to write one 1.5. Write one (1)	
(1) distinctive aspect of distinctive aspect of the	
the lesson for group lesson for group	
discussion e.g., discussion e.g., Selecting	
Selecting IT Staff IT Staff	
Selecting IT Stajj	
Allow Room for Discussion Allow Room for Discussion	
2. Concept	15 mins
Development	
(New learning 2.1 Ask tutors to list and 2.1 List and share the major	
likely to arise in share the major concepts in the lesson.	
lesson/s): concepts in the lesson. E.g., Selecting IT Staff	
• Identification E.g., Selecting IT Staff	
and discussion	

activities for the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification	3.1 In groups of two guide tutors to watch a YouTube video with their mobile phones and use it to discuss the teaching and learning activities in the course manuals. Watch a YouTube video on Selection https://youtu.be/OJNcYZvToGY	3.1 In groups of two, watch a YouTube video with your mobile phones and discuss the teaching and learning activities in the course manuals. Watch a YouTube video on Selection https://youtu.be/OJNcYZvToGY	
3. Planning for teaching, learning and assessment	Planning for teaching, learning and assessment activities	Planning for teaching, learning and assessment activities	40 mins
issues/s with tutors	E.g., Use interactive lecturette to explain the techniques (including interview, tests, etc) used for the selection of employees.	E.g., Use interactive lecturette to explain the techniques (including interview, tests, etc) used for the selection of employees.	
SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the	2.3 Ask tutors to identify some appropriate teaching strategies that can be used to best explain the new concepts identified.	2.3 Identify some appropriate teaching strategies that can be used to best explain the new concepts identified.	
introduced in the lesson, which need to be explored with the	e.g., Student teachers might not have had knowledge and understanding of how organisations are led	e.g., Student teachers might not have had knowledge and understanding of how organisations are led	
learning for student teachers or students, concepts or pedagogy being	2.2 Ask tutors to write two (2) possible challenges/ misconceptions in teaching the concept above for discussion.	2.2 Write two (2) possible challenges/ misconceptions in teaching the concept above for discussion.	
of new learning, potential barriers to	2.1.1 Ask tutors to discuss the major concepts listed in 2.1 above	2.1.1 Discuss the major concepts listed in 2.1 above	

- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they

- 3.1.1 Ask tutors to identify areas in the video that require further clarifications.
- 3.2 Ask tutors to discuss how these different activities from the video watched would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 7.
- E.g., Put student teachers in smaller groups to discuss which selection method will be suitable to select an IT employee.
- 3.3 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- e.g., Avoid biases in favour of or against specific gender, social class, religion and ethnicity.
- 3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., Oral and written communication student

- 3.1.1 Identify areas in the video that require further clarifications.
- 3.2 Discuss how these different activities from the video watched would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 7.
- E.g., Put student teachers in smaller groups to discuss which selection method will be suitable to select an IT employee.
- 3.3 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- e.g., Avoid biases in favour of or against specific gender, social class, religion and ethnicity.
- 3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., Oral and written communication student

•	session. Identifying and addressing any	NB: Give time for discussion if any.	NB: Give time for discussion if any.	
•	review of session: Tutors should Identifying critical friends to observe lessons and report at next	4.1 Ask tutors to individually identify any outstanding issues relating to the lesson 7 to be addressed.	4.1 Individually identify any outstanding issues relating to the lesson 7 to be addressed.	
4.	Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
		E.g., Smartphones, Laptops, Desktop computers, Tablets etc.3.7 Ensure that everyone has a concrete plan for teaching the given topics.	E.g., Smartphones, Laptops, Desktop computers, Tablets etc.3.7 Make sure you have a concrete plan for teaching the given topics.	
•	to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers	activities taking note of areas that needs clarification. 3.6 Ask tutors to identify other inclusive resources for teaching and learning of the concepts in both CoE and basic school classroom.	taking note of areas that needs clarification. 3.6 Identify other inclusive resources for teaching and learning of the concepts in both CoE and basic school classroom.	
	should be used. Consideratio n needs to be given to local availability guidance on any power point presentation s, TLM or other resources which need	teachers can be asked to write and present on how TLRs are selected during STS. 3.5 Ask tutors to read the assessment activities in the course manuals. E.g., Student teacher to do a group presentation on the types and effectiveness of staff selection processes. 3.5.1 Ask tutors to discuss the assessment	teachers can be asked to write and present on how TLRs are selected during STS. 3.5 Read the assessment activities in the course manuals. E.g., Student teacher to do a group presentation on the types and effectiveness of staff selection processes. 3.5.1 Discuss the assessment activities	

a tata a Pas	4.2.4-1.1.1-1.1-1.1-1.1.1	A O I de a l'Éta d'Éta d'Éta d'	
outstanding	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
issues relating	critical friend to observe	to observe the PD	
to the lesson/s	the PD session and	session and report on	
for clarification	report on observation	observation during next	
	during next PD session.	PD session.	
	4.3 Ask tutors to read	4.3 Read lesson 7 from the	
	lesson 7 from the PD	PD manual and find its	
	manual and find its	relevant materials for	
	relevant materials for	the next session.	
	the next session.		

Name of Subject: ICT

Course: Technology Leadership and

Management

Topic: Managing Human Resources III

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to	INTRODUCTION	INTRODUCTION	20 mins
the session	Begin the lesson with an Ice	Begin the lesson with an Ice	
 Review prior learning 	Breaker	Breaker	
 A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the 	1.1 Through questioning, ask tutors to review and reflect on the previous PD Session on lesson 6 and how useful it was on the lesson taught: Managing Human Resources II	1.1 Review and reflect on the previous PD Session lesson 6 and how useful it was on the lesson taught: Managing Human Resources II	
introductory sections of the lesson up to and including learning	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and	

- 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
- in STS Field Experience in year 4 semester 1.
- 1.3 Ask tutors to Invite the critical friend who observed lesson 6 to share his/her observations.
- 1.4 Ask tutors to read and identify the main features of the lesson from the course manual (lesson description, learning outcomes and their corresponding indicators) individually.
- E.g., Learning Outcome:
 Apply the basic concepts of
 human resources
 management including
 recruitment selection and
 performance monitoring.
 NTS: 2c, 2e, 3a, 3b, 3e /
 NTECF: Pillar 1, 2 & 3

Distinctive Aspect

- 1.5 Ask tutors to brainstorm the distinctive aspect of the lesson.
- E.g., Measuring Performance through Appraisal.
- 1.6 Ask tutors to identify areas that need further clarification in the lesson. E.g. Identifying valid Performance Appraisal tools

- in STS Field Experience in year 4 semester 1.
- 1.3 The critical friend who observed lesson 6 should share his/her observations
- 1.4 Read and identify the main features of the lesson from the course manual (lesson description, learning outcomes and their corresponding indicators) individually.
- E.g., Learning Outcome:
 Apply the basic concepts of human resources
 management including recruitment selection and performance monitoring.
 NTS: 2c, 2e, 3a, 3b, 3e /
 NTECF: Pillar 1, 2 & 3

Distinctive Aspect

- 1.5 Brainstorm distinctive aspect of the lesson.
- E.g., Measuring
 Performance through
 Appraisal.
- 1.6 Identify areas that need further clarification in the lesson.
- E.g. Identifying valid Performance Appraisal tools

2	Concept	Concept Development	Concept Development	15 mins
۷.	Development	Concept Development	Concept Development	13 111113
	(New learning	2.1 In groups of at least two	2.1 In groups of at least two	
	likely to arise	(2) ask tutors to list and	(2) list and share the	
	in lesson/s):	share the major	major concepts in the	
•	Identification	concepts in the lesson.	lesson.	
	and discussion			
	of new learning,	2.1.1 Using concept maps	2.1.1 Using concept maps	
	potential	lead tutors to engage	engage in a	
	barriers to	in a discussion on the	discussion on the	
	learning for	major concepts.	major concepts.	
	student	e.g., measuring	e.g., measuring	
	teachers or	performance of employees	performance of employees	
	students,			
	concepts or	2.2 Ask tutors to write any	2.2 Write any possible	
	pedagogy being	possible barriers in	barriers in learning the	
	introduced in	learning the concept	concept above for	
	the lesson,	above for discussion.	discussion.	
	which need to			
	be explored	E.g., Some student teachers	E.g., Some student teachers	
	with the	might have problems	might have problems	
	SL/HoD	understanding or	understanding or	
N	B The guidance	remembering language	remembering language	
	r SL/HoD should	syntaxes.	syntaxes.	
	t out what they			
	ed to do to	2.3 Ask tutors to identify	2.3 Identify appropriate	
	troduce and	appropriate teaching	teaching strategies that	
	plain the	strategies that can best	can best explain the	
	sues/s with	explain the new	new concepts identified.	
	tors	concepts identified.	new concepts identified.	
tu	tors	concepts identified.		
		E.g., Mobile Learning (M-		
		Learning) - breaks class into	E.g., Mobile Learning (M-	
		small diverse groups	Learning) - breaks class into	
		5 ,	small diverse groups	
		to identify and discuss	to identify and discuss	
		performance appraisal	performance appraisal	
		methods using their mobile	methods using their mobile	
		phones and how this is	phones and how this is	
		relevant in the teaching and	relevant in the teaching and	
		learning process.	learning process.	
	Dlamaine for	Dlanning for too alsies	Dlanning for too alsies	40
3.	Planning for	Planning for teaching,	Planning for teaching,	40 mins
	teaching,	learning and assessment	learning and assessment	
	learning and	activities	activities	
	assessment	2.4 Aak Tutamata wasi	2.4. Dood through the	
	activities for	3.1. Ask Tutors to read	3.1. Read through the	
	the lesson/s	through the teaching	teaching and learning	

- Reading and discussion of the teaching and learning activities
- Noting and addressing areas where tutors may require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action research, questioning

- and learning activities outlined in lesson 7 of the course manual for group discussion.
- E.g., Tutor uses questioning to draw attention to the need to have an objective and effective means of measuring performance of employees.
- 3.1.1 Ask tutors to watch the video with the link below on Performance Appraisal.

https://youtu.be/2Ww4KEn Uhec?t=14

- 3.1.2 Ask tutors to discuss their findings among themselves.
- 3.1.3 Ask Tutors to note areas that require clarification and/or contribution.
- *E.g., Interactive lecturette*
- 3.2 In groups of at least two (2), lead tutors to discuss how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 7.
- E.g., Student teacher to write reflective notes on the staff performance measurement used in their STS.

activities outlined in lesson 7 of the course manual for group discussion.

- E.g., Tutor uses questioning to draw attention to the need to have an objective and effective means of measuring performance of employees.
- 3.1.1 Watch the video with the link below on Performance Appraisal.

https://youtu.be/2Ww4KEn Uhec?t=14

- 3.1.2 Discuss the findings among themselves.
- 3.1.3 Note areas that require clarification and/or contribution.
- *E.g., Interactive lecturette*
- 3.2 In groups of at least two (2), discuss how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 7.
- E.g., Student teacher to write reflective notes on the staff performance measurement used in their STS.

- and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
- guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- 3.3 Using think-pair-share, ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g. Males, females and peoples with disabilities taking turns in leading roles.
- 3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., The use of a mobile phones to watch a YouTube video on the internet.
- 3.5 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

 E.g., Ask the student teacher to prepare a TLR for
- 3.6 Ask tutors to list the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.

a lesson.

- 3.3 Using think-pair-share, discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g. Males, females and peoples with disabilities taking turns in leading roles.
- 3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., The use of a mobile phones to watch a YouTube video on the internet.
- 3.5 Read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g., Ask the student teacher to prepare a TLR for a lesson.
- 3.6 List the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.

		E.g., Laptops, Desktop computers, Tablets etc. 3.7 Ask tutors to brainstorm on a plan that will be appropriate for the next lesson.	E.g., Laptops, Desktop computers, Tablets etc. 3.7 Brainstorm on a plan that will be appropriate for the next lesson.	
4.	Evaluation and review of session:	Evaluation and review of session:	Evaluation and review of session	15 mins
•	Tutors should Identifying critical friends to observe lessons and report at next	4.1 Ask tutors to individually identify any outstanding issues relating to the lesson 7 to be addressed.	4.1 Ask tutors to individually identify any outstanding issues relating to the lesson 7 to be addressed.	
•	session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.2 Ask tutors to identify a critical friend to observe their lessons and report their observations during the next PD session.	4.2 Ask tutors to identify a critical friend to observe their lessons and report their observations during the next PD session.	
	.5. 5.655.11	4.3 Ask tutors to read lesson 8 from the PD manual and find its relevant materials for the next session.	4.3 Read lesson 8 from the PD manual and find its relevant materials for the next session.	

Name of Subject/s: ICT

Topic: Managing Finance I

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	INTRODUCTION Begin the lesson with an Ice Breaker	INTRODUCTION Begin the lesson with an Ice Breaker	20 mins
 Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and 	1.1 Ask tutors to review and reflect on the previous PD Session on Lesson 7 and how useful it was on the lesson taught. i.e. Managing Human Resource III	1.1 Review and reflect on the previous PD Session on Lesson 7 and how useful it was on the lesson taught. i.e. Managing Human Resource III	
discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	1.2 Provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	

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

the PD session

as they go through

- 1.3 Invite the critical friend who observed lesson 7 to share his/her views.
- 1.4 Ask tutors to read and identify the main features of the lesson from the course manual (lesson description, learning outcomes and their corresponding indicators) individually.

E.g., L O:
Apply the basic concepts of financial management including costing and budgeting.
NTS: 2c, 2e, 3a, 3b, 3e /
NTECF: Pillar 1, 2 & 3 crosscutting issues.
L I: Perform a cost analysis of an IT project or operations and present a written report.

Distinctive Aspect

1.5 Ask tutors to brainstorm the distinctive aspect of the lesson.

E.g.,

- i. Cost
- ii. Total Cost of Ownership
- 1.6 Ask tutors to identify areas that need further clarification in the lesson. E.g., How to Cost an IT item.

- 1.3 The critical friend who observed lesson 7 shares his/her observations
- 1.4 Read and identify the main features of the lesson from the course manual (lesson description, learning outcomes and their corresponding indicators) individually.

E.g., L O:
Apply the basic concepts of financial management including costing and budgeting.
NTS: 2c, 2e, 3a, 3b, 3e /
NTECF: Pillar 1, 2 & 3 crosscutting issues.
L I: Perform a cost analysis of an IT project or operations and present a written report.

Distinctive Aspect

1.5 Brainstorm distinctive aspect of the lesson.

E.g.,

- i. Cost
- ii. Total Cost of Ownership
- 1.6 Ask tutors to identify areas that need further clarification in the lesson. E.g., How to Cost an IT item.

2.	Concept	Concept Development	Concept Development	15 mins
	Development	Concept Development	Concept Development	13
	(New learning	2.1 In groups, ask tutors to	2.1 In groups of at least two	
	likely to arise	list and share the major	(2) list and share the	
	in lesson/s):			
	• •	concepts in lesson 8.	major concepts in lesson	
•	Identification		8.	
	and discussion			
	of new learning,	2.1.1 Using concept maps	2.1.1 Using concept maps	
	potential	lead tutors to engage	engage in a	
	barriers to	in a discussion on the	discussion on the	
	learning for	major concepts of the	major concepts of the	
	student	lesson	lesson	
	teachers or	e.g., Acquisition Cost,	e.g., Acquisition Cost,	
	students,	Operating Cost and	Operating Cost and Repair	
	concepts or	Personal Cost.	Cost.	
	pedagogy being			
	introduced in	2.2 Ask tutors to write any	2.2 Write any possible	
	the lesson,	possible barriers in	barriers in learning the	
	which need to	learning the concept	concept above for	
	be explored	above for discussion.	discussion.	
	with the SL/HoD	e.g., Student teacher may	e.g., Student teacher may	
NF	The guidance	lack awareness of the	lack awareness of the	
	r SL/HoD should	benefits to be realized	benefits to be realized	
	t out what they	seriegres to se realized	benegits to be realized	
	ed to do to	2.3 Ask tutors to identify	2.3 Identify appropriate	
	roduce and	appropriate teaching	teaching strategies that	
		strategies that can best	can best explain the	
	plain the	explain the new	new concepts identified.	
	ues/s with	concepts identified.	new concepts identified.	
tu	tors	concepts identified.		
		E.g., Concept Maps - breaks	E.g., Concept Maps - breaks	
		class into small diverse	class into small diverse	
		groups to identify and	groups to identify and	
		discuss how to use concept	discuss how to use concept	
		maps to facilitate teaching.	maps to facilitate teaching.	
3.	Planning for	Planning for teaching,	Planning for teaching,	40 mins
ا.	teaching,	learning and assessment	learning and assessment	70 111113
	learning and	activities	activities	
	assessment	activities	activities	
	assessment activities for	2 1 Ack Tutors to road	2 1 Pond through the	
		3.1 Ask Tutors to read	3.1 Read through the	
	the lesson/s	through the teaching	teaching and learning	
•	Reading and	and learning activities	activities outlined in	
	discussion of	outlined in lesson 8 of	lesson 8 of the course	
	the teaching	the course manual for	manual for group	
		group discussion.	discussion. I.e.,	

- and learning activities
- Noting and addressing areas where tutors may require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action research, questioning and to other external reference

- e.g., Guide student teacher to discuss the concepts of cost
- 3.1.1 Ask tutors to watch a video on total cost of ownership.

https://youtu.be/YKdcEOTA 7Pk

- 3.1.2 Ask tutors to discuss their findings among themselves.
- 3.1.3 Ask Tutors to note areas that require clarification and/or contribution.
- e.g., Costing an IT item.
- 3.2 In groups of at least two
 (2) where applicable,
 lead tutors to discuss
 how the different
 activities would be
 carried out in both CoE
 and the Basic School
 Curriculum (BSC) to
 achieve the LOs and the
 LIs of the course manual
 for lesson 8.
- E.g., Teacher performs a cost analysis of an IT project and student teacher/students emulate his/her teaching.
- 3.3 Using think-pair-share, ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g. Males, females and peoples with disabilities

- e.g., Guide student teacher to discuss the concepts of cost
- 3.1.1 Ask tutors to watch a video on total cost of ownership.

https://youtu.be/YKdcEOTA 7Pk

- 3.1.2 Discuss the findings among themselves.
- 3.1.3 Note areas that require clarification and/or contribution.
- e.g., Costing an IT item.
- 3.2 In groups of at least two
 (2) where applicable,
 discuss how the
 different activities
 would be carried out in
 both CoE and the Basic
 School Curriculum (BSC)
 to achieve the LOs and
 the LIs of the course
 manual for lesson 8.
- E.g., Teacher performs a cost analysis of an IT project and student teacher/students emulate his/her teaching.
- 3.3 Using think-pair-share, discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E g. Males, females and peoples with disabilities

material:
literature, on
web, Utube,
physical
resources,
power point;
how they
should be
used.
Consideratio
n needs to
be given to
local
availability

- guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

taking turns in leading roles.

3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.

E.g., The use of MS Excel to calculate a total cost of ownership for an IT item.

3.5 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

E.g., Ask the teacher/ student to prepare slides on how to cost an item using total cost of ownership.

3.6 Ask tutors to list the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.

E.g., MS PowerPoint for preparing slides, CorelDraw for drawing concept maps.

3.7 Ask tutors to have a plan that will be appropriate for the next lesson.

taking turns in leading roles.

3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.

E.g., The use of MS Excel to calculate a total cost of ownership for an IT item.

3.5 Read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.

E.g., Ask the teacher/ student to prepare slides on how to cost an item using total cost of ownership.

3.6 List the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.

E.g., MS PowerPoint for preparing slides, CorelDraw for drawing concept maps.

3.7 Have a plan that will be appropriate for the next lesson.

4.	Evaluation and review of	Evaluation and review of session	Evaluation and review session	15 mins
•	Tutors should Identifying critical friends to observe lessons and report at next	4.1 Ask tutors to individually identify any outstanding issues relating to the lesson 8 to be addressed.	4.1 Individually identify any outstanding issues relating to the lesson 8 to be addressed.	
•	session. Identifying and addressing any outstanding	NB: Give time for discussion if any. 4.2 Ask tutors to identify a	NB: Give time for discussion if any. 4.2 Identify a critical friend	
	issues relating to the lesson/s for clarification	critical friend to observe the PD session and report on observation during next PD session.	to observe the PD session and report on observation during next PD session.	
		4.3 Ask tutors to read lesson 9 from the PD manual and find its relevant materials for the next session.	4.3 Read lesson 9 from the PD manual and find its relevant materials for the next session.	

Name of Subject: ICT

Course: Technology Leadership

and Management

Topic: Managing Finance II

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	Introduction to the lesson	Introduction to the lesson	20 mins
 Review prior learning A critical friend to share findings for a short discussion and lessons 	1.1 Ask tutors to reflect and discuss the previous PD Session (Lesson 8) and how it impacted their lesson delivery i.e., Managing Finance I.	1.1 Reflect and discuss the previous PD Session (Lesson 8) and how it impacted your lesson delivery i.e., Managing Finance, I.	
learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicate as	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	1.2 Provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	
indicators	1.3 Ask tutors to invite the critical friend who	1.3 Invite the critical friend who observed lesson 8	

Overview of	observed Lesson 8 to	to share his/her	
	share his/her	observation and lessons	
content and	<u> </u>		
identification	observation and lessons	learned.	
of any	learned.		
distinctive			
aspects of the	1.4 Ask tutors to read the	1.4 Read the introduction,	
lesson/s,	introduction, lesson	lesson description and	
NB The guidance	description and the	the purpose of lesson 9	
for SL/HoD should	purpose of lesson 9 in	in the course manual	
identify and	the course manual and and indicate how		
address any areas	indicate how they are	are related to student	
where tutors might	related to student	teachers' relevant	
require	teachers' relevant	previous knowledge.	
clarification on any	previous knowledge.	previous knowledge.	
1	previous knowledge.		
aspect of the	Fa losson doscriptions	Fa Lassan description	
lesson.	E.g., Lesson description:	E.g., Lesson description:	
NB SL/HoD should	In this lesson, student	In this lesson, student	
ask tutors to plan	teachers will learn how to	teachers will learn how to	
for their teaching	budget for ICT.	budget for ICT.	
as they go through			
the PD session	Learning Outcome:	Learning Outcome:	
	Apply the basic concepts of	Apply the basic concepts of	
	financial management	financial management	
	including costing and	including costing and	
	budgeting. NTS: 2c, 2e, 3a,	budgeting. NTS: 2c, 2e, 3a,	
	3b, 3e / NTECF: Pillar 1 - 3	3b, 3e / NTECF: Pillar 1 - 3	
	Learning Indicator:	Learning Indicator:	
	Develop a budget for an IT	Develop a budget for an IT	
	project or operations and	project or operations and	
	present a written report.	present a written report.	
	present a written report.	present a written report.	
	Distinctive Aspects	Distinctive Aspects	
	1.5 Ask tutors to brainstorm	1.5 Brainstorm on the	
	on the distinctive	distinctive aspects of	
	aspects of the lesson for	the lesson for group	
	group discussion e.g.,	discussion e.g., budget	
	budget preparation	preparation	
	baaget preparation	ριτραιατίστι	
2. Concept	Concept Development	Concept Development	15 mins
Development			
(New learning	2.1 Ask tutors to list and	2.1 List and share with an	
likely to arise in	share with an opposite	opposite gender, the	
lesson/s):	1	_	
	gender, the major	major concepts in the	
Identification	concepts in the lesson.	lesson.	
and discussion			

ne int	t out what they eed to do to troduce and plain the	understanding of the earlier costing concepts.2.3 Ask tutors to identify	understanding of the earlier costing concepts. 2.3 Identify some	
iss	spiain the sues/s with tors	some appropriate teaching strategies that can be used to best explain the new	appropriate teaching strategies that can be used to best explain the new concepts identified	
		concepts identified.		
		E.g., Student teachers would watch videos on	E.g., Student teachers would watch videos on	
		YouTube about budget preparation.	YouTube about budget preparation.	
3.	Planning for teaching, learning and assessment	Planning for teaching, learning and assessment activities	Planning for teaching, learning and assessment activities	40 mins
	activities for	3.1 In groups of two ask	3.1 In groups of two, watch the YouTube video	
•	the lesson/s Reading and	tutors to watch the YouTube video below	below on any internet	
	discussion of	on any internet enabled	enabled device	
	discussion of		1	
	the teaching	device available to	available to support and	
	the teaching and learning	support and discuss the	discuss the teaching	
	the teaching and learning activities	support and discuss the teaching and learning	discuss the teaching and learning activities in	
•	the teaching and learning activities Noting and	support and discuss the teaching and learning activities in the course	discuss the teaching	
•	the teaching and learning activities	support and discuss the teaching and learning	discuss the teaching and learning activities in	

- require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point;

https://youtu.be/K5UlgTkad V0?t=16

- 3.1.1 Ask tutors to identify areas in the video that require further clarifications
- 3.2 Ask tutors to discuss how these different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 9.
- E.g., put student teachers in smaller groups to create a social media group for themselves (e.g., Facebook, WhatsApp or Telegram) to enable them interact outside class using their mobile or any other suitable device.
- 3.3 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E.g., Asking females to lead in some of the groups and making resources available for people with disabilities.
- 3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school

https://youtu.be/K5UlgTkad V0?t=16

- 3.1.1 Identify areas in the video that require further clarifications.
- 3.2 Discuss how these different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 9.
- E.g., put student teachers in smaller groups to create a social media group for themselves (e.g., Facebook, WhatsApp or Telegram) to enable them interact outside class using their mobile or any other suitable device.
- 3.3 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.
- E.g., Asking females to lead in some of the groups and making resources available for people with disabilities.
- 3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to

how they
should be
used.
Consideration
n needs to
be given to
local
availability
guidance on

- o guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

leaners to develop these skills through STS activities.

E.g., Using a spreadsheet software in preparing a sample budget for an Information Technology project

3.5 Ask tutors to read the assessment activities in the course manual.

E.g., Mini Project - Student teachers to develop a project budget for an ICT resource needed in their STS school.

- 3.5.1 Ask tutors to discuss the assessment activities taking note of areas that needs clarification.
- 3.6 Ask tutors to identify other inclusive resources for teaching and learning of the concepts in both CoE and basic school classroom.

E.g., Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA) Productivity tools. Smartphones Laptops

N.B. Ensure that everybody has a concrete plan for teaching the given topics.

develop these skills through STS activities.

E.g., Using a spreadsheet software in preparing a sample budget for an Information Technology project

3.5 Read the assessment activities in the course manual.

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E.g., Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA) Productivity tools. Smartphones Laptops

N.B. Make sure you have a concrete plan for teaching the given topics.

4.	Evaluation and review of session:	Evaluation and review of session:	Evaluation and review of session:	15 mins
•	Tutors should Identifying critical friends to observe lessons and report at next	4.1 Ask tutors to individually identify any outstanding issues relating to the lesson 9 to be addressed.	4.1 Identify any outstanding issues relating to the lesson 9 to be addressed.	
•	session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 NB: Give time for discussion if any. 4.2 Ask tutors to identify a critical friend to observe the PD session and report on observation during the next PD session. 	NB: Give time for discussion if any.4.2 Identify a critical friend to observe the PD session and report on observation during the next PD session.	
		4.3 Ask tutors to read lesson 10 from the PD manual and find its relevant materials for the next session.	4.3 Read lesson 10 from the PD manual and find its relevant materials for the next session.	

Name of Subject/s: ICT

Technology Leadership and Management

Topic:

Managing Procurement

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to	INTRODUCTION	INTRODUCTION	20 mins
the session	Begin the lesson with an Ice	Begin the lesson with an Ice	
 Review prior learning 	Breaker	Breaker	
 A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the 	1.1 Through questioning, ask tutors to review and reflect on the previous PD Session on Lesson 9 of the course manual and how useful it was on lessons taught. E.g., knowledge and understanding of preparation of budgets	1.1 Review and reflect on the previous PD Session on Lesson 9 of the course manual and how useful it was on lessons taught. knowledge and understanding of preparation of budgets	
lesson up to	1.2 Ask tutors to provide	1.2 Provide examples of	
and including	examples of how students will be	how students will be prepared to employ the	
learning outcomes and	prepared to employ the	various strategies and	
indicators	various strategies and	skills during the basic	

 Overview of content and identification of any distinctive aspects of the lesson/s,
 NB The guidance

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

- skills during the basic school classroom work in STS Field Experience in year 4 semester 1.
- 1.3 Invite the critical friend who observed lesson 9 to share his/her observations.
- 1.4 Ask tutors to read and identify the main features of the lesson from the course manual (lesson description, learning outcomes and their corresponding indicators) individually.
- E.g., Learning Outcome:
 Demonstrate understanding
 and apply technology
 resources for solving
 educational problems, and
 making informed decisions.
 NTS: 1a, 1d, 2c, 2e/NTECF:
 Pillar 1& 3

Distinctive Aspect

1.5 Ask tutors to write at least two (2) distinctive aspect of lesson 10 on a sticky note for discussion. E.g., Issues surrounding procurement, Procurement processes.

let a female take a lead role (where applicable) during the discussion

1.6 Ask tutors to identify areas that need further clarification in the lesson.

- school classroom work in STS Field Experience in year 4 semester 1.
- 1.3 The critical friend who observed lesson 9 shares his/her observations.
- 1.4 Read and identify the main features of the lesson from the course manual (lesson description, learning outcomes and their corresponding indicators) individually.

E.g., Learning Outcome:
Demonstrate understanding
and apply technology
resources for solving
educational problems, and
making informed decisions.
NTS: 1a, 1d, 2c, 2e/NTECF:
Pillar 1& 3

Distinctive Aspect

1.5 Write at least two (2) distinctive aspect of lesson 10 on a sticky note for discussion. E.g., Issues surrounding procurement, Procurement processes.

1.6. Identify areas that need further clarification in the lesson.

2. Concept		Concept Development	Concept Development	15 mins
_	Development			
(New lea		2.1 In groups of at least two	2.1 In groups of at least two	
likely to	arise in	(2) ask tutors to list and	(2) list and share the	
lesson/s	s):	share the major	major concepts in lesson	
Identific	ation	concepts in lesson 10.	10. E.g., procurement,	
and disc	ussion	E.g., procurement,	Procurement processes.	
of new l	earning,	Procurement processes.	·	
potentia	-	•		
barriers		2.1.1 Using concept map	2.1.1 Using concept map	
learning	for	strategy, ask tutors to	strategy, discuss the	
student		discuss the major	major concepts of the	
teachers	or	concepts of the	lesson identified	
students	5,	lesson identified.		
concepts	s or			
pedagog	gy being	2.2 Ask tutors to write any	2.2 Write any possible	
introduc	ed in	possible barriers in	barriers in learning the	
the lesso	on,	learning the concept	concept above for	
which ne	eed to	above for discussion.	discussion.	
be explo	red			
with the	SL/HoD	Eg: Some student teachers	Eg: Some student teachers	
NB The guid	dance	may not have a good	may not have good	
for SL/HoD	should	knowledge of goods and	knowledge of goods and	
set out wha	at they	services used by schools.	services used by schools.	
need to do to				
introduce a	nd	2.3 Ask tutors to identify	2.3 Identify appropriate	
explain the issues/s with		appropriate teaching	teaching strategies that	
		strategies that can best	can best explain the new	
tutors		explain the new	concepts identified.	
		concepts identified.		
		E.g., Lecturette &	E.g., Lecturette &	
		Questioning: give a brief	Questioning: give a brief	
		interactive lecturette on	interactive lecturette on	
		issues surrounding the	issues surrounding the	
		procurement function.	procurement function.	
3. Planning	o for	Planning for teaching,	Planning for teaching,	40 mins
teaching		learning and assessment	learning and assessment	+0 111113
learning		activities	activities	
assessm				
activitie		3.1 Ask Tutors to read	3.1 Read through the	
the less		through the teaching	teaching and learning	
Reading	_	and learning activities	activities outlined in	
discussion		outlined in lesson 10 of	lesson 10 of the course	
the teac	_	the course manual for	manual(s) for group	
	6	group discussion.	discussion.	
<u> </u>		Proup discussion.	413043310111	1

- and learning activities
- Noting and addressing areas where tutors may require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action research, questioning and to other external reference

- E.g., the tutor uses an interactive lecturette to introduce student teachers to the procurement.
- 3.1.1 Ask tutors to discuss their findings among themselves.
- 3.1.2 Ask Tutors to note areas that require clarification and/or contribution.
- E.g., Procurement types and processes with special emphasis on the Ghanaian procurement law.
- 3.2 In groups of at least two (2), lead tutors to discuss how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 10.
- E.g., Teaching and interactive lectures: Teacher teaches and student teacher/students partakes and emulate his/her teaching.
- 3.3 Using think-pair-share, ask tutors to discuss how GESI issues like inclusivity is related to the teaching and learning activities of the lesson would be addressed.

- E.g., the tutor uses an interactive lecturette to introduce student teachers to the procurement.
- 3.1.1 Discuss the findings among themselves.
- 3.1.2 Note areas that require clarification and/or contribution.
- E.g., Procurement types and processes with special emphasis on the Ghanaian procurement law
- 3.2 In groups of at least two (2), discuss how the different activities would be carried out in both CoE and the Basic School Curriculum (BSC) to achieve the LOs and the LIs of the course manual for lesson 10.
- E.g., Teaching and interactive lectures: Teacher teaches and student teacher/students partakes and emulate his/her teaching.
- 3.3 Using think-pair-share, discuss how GESI issues like inclusivity is related to the teaching and learning activities of the lesson would be addressed.

- material:
 literature, on
 web, Utube,
 physical
 resources,
 power point;
 how they
 should be
 used.
 Consideratio
 n needs to
 be given to
 local
 availability
- guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- E g. People with SEN taking turns in leading roles.
- 3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., The use of mobile phones to watch a YouTube videos on the Procurement law of Ghana.
- 3.5 Ask tutors to read and discuss the assessment activities in the manual and identify areas in the lesson that can be used for assessment especially on NTEAP related activities.
- E.g., Create a Wiki on "the benefits of having a transparent procurement process" to be added to e-portfolio.
- 3.6 Ask tutors to list the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.
- E.g., Smartphones, Laptops, Desktop computers, Tablets, TV and Radio

- E g. People with SEN taking turns in leading roles.
- 3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
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- E.g., Create a Wiki on "the benefits of having a transparent procurement process" to be added to e-portfolio.
- 3.6 List the needed inclusive resources for the teaching and learning of the concepts identified in both CoE and basic school classroom.
- E.g., Smartphones, Laptops, Desktop computers, Tablets, TV and Radio

		3.7 Ask tutors to brainstorm	3.7 Brainstorm on a plan	
		on a plan that will be	that will be appropriate	
Į.		appropriate for the next	for the next lesson i.e.	
		lesson i.e. Managing the	Managing the IT client	
		IT client (Marketing)	(Marketing)	
4.	Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
	review of	session	session	
	session:			
•	Tutors should Identifying critical friends to observe lessons and report at next	4.1 Ask tutors to individually identify any outstanding issues relating to the lesson 10 to be addressed.	4.1 Individually identify any outstanding issues relating to the lesson 10 to be addressed.	
	session.	NB: Give time for discussion	NB: Give time for discussion	
	Identifying and	if any.	if any	
	addressing any	, any.	, y any	
	outstanding issues relating to the lesson/s for clarification	4.2 Ask tutors to identify a critical friend to observe the PD session and report on observations during the next PD session.	4.2 Identify a critical friend to observe the PD session and report on observations during next the PD session	
		4.3 Ask tutors to read lesson 11 from the PD manual and find its relevant materials for the next session.	4.3 Read lesson 11 from the PD manual and find its relevant materials for the next session.	

Name of Subject/s: ICT

Technology leadership and Management

Topic:

Managing the IT client (Marketing)

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL 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	Introduction to the session	Introduction to the session	20 mins
the session	1.1 Ask tutors to review and	1.1 Review and reflect on	
 Review prior learning 	reflect on the previous	the previous PD Session	
A critical friend	PD Session Lesson 10	Lesson 10 and how	
to share	and how useful it was on	useful it was on lessons	
findings for a	lessons taught. i.e.,	taught. i.e., Recap on	
short discussion and lessons	Recap on preparation of budgets.	preparation of budgets.	
learned	1.2 Ask tutors to provide	1.2 Provide examples of	
 Reading and discussion of 	examples of how	how students will be	
the	students will be	prepared to employ the	
introductory	prepared to employ the	various strategies and	
sections of the	various strategies and	skills during the basic	
lesson up to	skills during the basic	school classroom work	
<u> </u>	_	in CTC Field Experience	
and including learning	school classroom work in STS Field Experience	in STS Field Experience in year 4 semester 1.	

outcomes and	1.3 Invite the critical friend	1.3 The critical friend who	
indicators	who observed Lesson 10	observed Lesson 10 to	
Overview of	to share his/her	share his/her	
content and	experiences and the	experiences and the	
identification	impacts on their	impacts on their	
of any	facilitating in class.	facilitating in class.	
distinctive	racintating in class.	racintating in class.	
aspects of the	1.4 Ask tutors to read the	1.4 Read the introduction,	
lesson/s,	introduction, lesson	lesson description and	
NB The guidance	description and the	the purpose of lesson 10	
for SL/HoD should	purpose of lesson 10 in	in the course manual	
identify and	the course manual and	and indicate how they	
address any areas	indicate how they are	are related to student	
where tutors might	related to student	teachers' relevant	
require	teachers' relevant	previous knowledge.	
clarification on any	previous knowledge.	previous knowledge.	
aspect of the	picvious kilowieuge.		
lesson.	1.5 Ask tutors to Identify	1.5 Identify the distinctive	
NB SL/HoD should	the distinctive aspects of	aspects of the lesson.	
ask tutors to plan	the lesson. <i>E.g.,</i>	e.g., Marketing	
for their teaching	Marketing	orientation,	
as they go through	orientation,	onemation,	
the PD session	onentation,		
the PD session	1.5.1 Ask tutors to discuss	1.5.1 Discuss the distinctive	
	the distinctive	concepts identified in	
	concepts identified in	the lessons in pairs.	
	the lesson in pairs.	the lessons in pairs.	
	the lesson in pairs.		
	1.6 Ask tutors to plan for	1.6 Plan for your teaching	
	their teaching as they go	as you go through the	
	through the PD session.	PD session.	
	tinough the 1 b session.	1 2 3033.011.	
	E.g., showing a short video	E.g., showing a short video	
	on the marketing	on the marketing	
	orientation and using	orientation and using	
	questioning to draw out the	questioning to draw out the	
	features of the marketing	features of the marketing	
	orientation.	orientation.	
	oentationi	J. Circuttoni	
2. Concept	Concept Development	Concept Development	15 mins
Development			
(New learning	2.1 Ask tutors to write any	2.1 Write any major	
likely to arise in	major concept in the	concept in the lesson	
lesson/s):	lesson and share with	and share with the	
Identification	the whole group.	whole group	
and discussion		8 1	
of new learning,			
or new learning,	<u> </u>	<u> </u>	<u> </u>

activities	A short video on marketing	A short video on marketing	
and learning	E.g.,	E.g.,	
the teaching	course manuals.	the course manage	
discussion of	learning activities in the	the course manuals.	
Reading and	discuss the teaching and	and learning activities in	
the lesson/s	YouTube video and	and discuss the teaching	
assessment activities for	3.1 Ask tutors to watch a	3.1 Watch a YouTube video	
learning and	activities	activities	
teaching,	learning and assessment	learning and assessment	
3. Planning for	Planning for teaching,	Planning for teaching,	40 mins
			_
	orientation)	orientation)	
	the sales and production	the sales and production	
	distinguishing it from	distinguishing it from	
	marketing orientation	marketing orientation	
	out the features of the	out the features of the	
	uses questioning to draw	uses questioning to draw	
	marketing orientation and	marketing orientation and	
	short video on the	short video on the	
	Questioning (Showing a	Questioning (Showing a	
tutors	E.g., E-learning &	E.g., E-learning &	
issues/s with	,		
explain the	concepts identified.	concepts identified	
introduce and	can best explain the new	explain the new	
need to do to	teaching strategies that	strategies that can best	
set out what they	the most appropriate	appropriate teaching	
for SL/HoD should	2.3 Ask tutors to identify	2.3 identify the most	
NB The guidance			
SL/HoD	provided to school.	provided to school.	
with the	appreciate the ICT services	appreciate the ICT services	
be explored	student/teachers might not	student/teachers might not	
which need to	E.g., Some	E.g., Some	
the lesson,			
introduced in	above.	above.	
pedagogy being	to the concepts listed	the concepts listed	
concepts or	and barriers with respect	barriers with respect to	
students,	potential misconceptions	misconceptions and	
teachers or	2.2 Ask tutors to discuss the	2.2 Discuss the potential	
student			
learning for	ii. Marketing Mix	ii. Marketing Mix	
barriers to	i. Marketing orientation	i. Marketing orientation	
potential	E.g.,	E.g.,	

- require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources,

https://youtu.be/1sMdFYe GOCs

- 3.1.1 Ask tutors to identify areas in the video they watched that require further clarifications.
- 3.2 Engage tutors to discuss how these different activities from the video watched would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 11.

Note: ensure all instructions carried out are gender responsive. Making both gender active in the discussion and not forgetting people with SEN

- 3.3 Ask tutors to discuss how GESI issues like assigning leadership roles to females if applicable are related to the teaching and learning activities of the lesson would be addressed.
- 3.4 Ask tutors to identify any other 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.

https://youtu.be/1sMdFYe GOCs

- 3.1.1 Identify areas in the video you watched that require further clarifications.
- 3.2 Discuss how these different activities from the video watched would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 11.

Note: ensure all instructions carried out are gender responsive. Making both gender active in the discussion and not forgetting people with SEN.

- 3.3 Discuss how GESI issues like assigning leadership roles to females if applicable are related to the teaching and learning activities of the lesson would be addressed.
- 3.4 Identify any other 21st century skills that can be developed or applied in the lesson and how it can help student teachers to support basic school leaners to develop these skills through STS activities.

	used.	orientation, distinguishing it	orientation, distinguishing it	
	Consideratio	from the sales and	from the sales and	
	n needs to	production orientation.	production orientation.	
	be given to			
	local	3.5 Lead tutors to read the	3.5 Read the assessment	
	availability	assessment activities in	activities in the course	
	o guidance on	the course manual and	manual and identify	
	any power	identify areas that	areas that require clarification.	
	point presentation	require clarification.	Clarification.	
	s, TLM or	E.g., Write a reflective note	E.g., Write a reflective note	
	other	on how the marketing mix	on how the marketing mix	
	resources	can be used to shape ICT	can be used to shape ICT	
	which need	services provided in school.	services provided in school.	
	to be	services provided in series.	Services provided in series.	
	developed to	These could be added to	These could be added to	
	support	their subject portfolio/	their subject	
	learning	project	portfolio/project	
•	Tutors should			
	be expected to	3.6 Ask tutors to identify	3.6 Identify other inclusive	
	have a plan for	other inclusive resources	resources for teaching	
	the next lesson	for teaching and learning	and learning of the	
	for student	of the concepts in both	concepts in both CoE	
	teachers	CoE and basic school	and basic school	
		classroom.	classroom.	
		E.g., Laptops, Audio-visuals	E.g., laptops, Audio-visuals	
		from YouTube	from YouTube	
		J. 5 1 5 5 5 5 5	J	
		3.7 Ensure that everybody	3.7 Be sure to have a	
		3.7 Ensure that everybody has a concrete plan for	3.7 Be sure to have a concrete plan for	
		has a concrete plan for	concrete plan for	
		has a concrete plan for teaching the next topic.	concrete plan for teaching the next topic.	
	Fundantian	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices	concrete plan for teaching the next topic. i.e. IT Management Best Practices	15
4.	Evaluation and	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of	concrete plan for teaching the next topic. i.e. IT Management Best Practices	15 mins
4.	review of	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices	concrete plan for teaching the next topic. i.e. IT Management Best Practices	15 mins
4.	review of session:	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session:	concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session:	15 mins
4.	review of session: Tutors should	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Ask tutors to	concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Individually, identify any	15 mins
4.	review of session: Tutors should Identifying	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Ask tutors to Individually identify any	concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Individually, identify any outstanding issues	15 mins
4.	review of session: Tutors should	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Ask tutors to Individually identify any outstanding issues	concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Individually, identify any	15 mins
4.	review of session: Tutors should Identifying critical friends	has a concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Ask tutors to Individually identify any	concrete plan for teaching the next topic. i.e. IT Management Best Practices Evaluation and review of session: 4.1 Individually, identify any outstanding issues relating to the lesson 11	15 mins

	report at next	4.2 Remind tutors to
	session.	identify a critical friend
•	Identifying and	who took part in the PD
	addressing any	session to sit in their
	outstanding	class during lesson and
	issues relating	report on observations
	to the lesson/s	during the next PD
	for clarification	session.

- 4.3 Ask tutors to read lesson 12 from the PD manual and find its relevant materials for the next session.
- 4.2 Identify a critical friend who took part in the PD session to sit in your class during lessons and report on observations during the next PD session.
- 4.3 Read lesson 12 from the PD manual and find its relevant materials for the next session.

Name of Subject/s: ICT

Topic: IT Management Best

Practices

Tutor PD Session for Lesson 12 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	Introduction to the session	Introduction to the session	20 mins
 Review prior learning A critical friend to share findings for a short discussion 	1.1 Ask tutors to write any new thing they learnt in their last PD session on lesson 11. i.e., Managing IT client (Marketing)	1.1 Write any new thing you learnt in the last PD session on lesson 11. i.e., Managing IT client (Marketing)	
and lessons learnedReading and discussion of the	1.1.1 Ask tutors to share what they have written for whole group discussion.	1.1.1 Share what you have written for whole group discussion.	
introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills during the basic school classroom work in STS Field Experience in year 4 semester 1.	

	T	T	
identification of any distinctive	1.3 Invite the tutor who observed Lesson 11 to	1.3 Tutors who observed Lesson 11 to share their	
aspects of the	share their experiences	experiences to the	
lesson/s,	to the group.	group.	
NB The guidance	to the group.	дгоар.	
for SL/HoD should	1.4 Ask tutors to read the	1 4 Boad the introduction	
·		1.4 Read the introduction,	
identify and	introduction, lesson	lesson description and	
address any areas	description and the	the purpose of lesson 12	
where tutors might	purpose of lesson 12 in	in the course manual	
require	the course manual and	and indicate how they	
clarification on any	indicate how they are	are related to student	
aspect of the	related to student	teachers' relevant	
lesson.	teachers' relevant	previous knowledge.	
NB SL/HoD should	previous knowledge.		
ask tutors to plan			
for their teaching	E.g., Student teachers will	E.g., Student teachers will	
as they go through	examine some of the best	examine some of the best	
the PD session	practices used in managing	practices used in managing	
	ICT services	services.	
	NTS: 1b, 1c, 1e, 1f, 1g, 2c,	NTS: 1b, 1c, 1e, 1f, 1g, 2c,	
	2e/ NTECF: Pillar 1, 2 & 3	2e/ NTECF: Pillar 1, 2 & 3	
	Distinctive Aspect	Distinctive Aspect	
	1.5 Ask tutors to write any	1.5 Write any one (1)	
	one (1) distinctive	distinctive aspect of the	
	aspect of the lesson for	lesson for discussion. i.e.	
	discussion. i.e.	Marketing Orientation	
	Marketing Orientation		
	1.6 Ask tutors to share their	1.6 Share your responses	
	responses with a	with a colleague.	
	colleague.	with a concague.	
	concugue.		
2. Concept	Concept Development	Concept Development	15 mins
Development	2411.	2411	
(New learning	2.1 Using interactive talk for	2.1 Using interactive talk for	
likely to arise in	learning lead tutors to	learning engage in a	
lesson/s):	engage in a discussion	discussion on the major	
 Identification 	on the major concepts:	concepts:	
and discussion			
of new learning,	e.g., Marketing orientation.	e.g., Marketing orientation	
potential			
barriers to	2.2 Ask tutors to discuss the	2.2 Discuss the potential	
learning for	potential	misconceptions and	
student	misconceptions and	barriers with respect to	
teachers or	barriers with respect to	the concepts listed	
students,	the concepts listed	above.	
stauents,	above.		

	concepts or	E.g., Marketing is a waste	E.g., Marketing is a waste	
	pedagogy being	of money.	of money	
	introduced in			
	the lesson,	2.3 Ask tutors to identify	2.3 identify the most	
	which need to	the most appropriate	appropriate teaching	
	be explored	teaching strategies that	strategies that can be	
	with the	can be employed to best	employed to best	
	SL/HoD	explain the new	explain the new	
NE	The guidance	concepts identified.	concepts identified	
	r SL/HoD should	concepts identified.	concepts identified	
	t out what they	E a Usina domonstration	E a Using domanstration	
	•	E.g., Using demonstration	E.g., Using demonstration	
	ed to do to	to teach student teachers	to teach student teachers	
	roduce and	how to surf for information	how to surf for information	
	plain the issues/s	online.	online.	
wi	th tutors			
3.	Planning for	Planning for teaching,	Planning for teaching,	40 mins
	teaching,	learning and assessment	learning and assessment	
	learning and	activities	activities	
	assessment			
	activities for	3.1 Ask tutors to read the	3.1 Read the teaching and	
	the lesson/s	teaching and learning	learning activities of	
		activities of lesson 12	lesson 12 from the	
•	Reading and	from the course manual.		
	discussion of		course manual. E.g.,	
	the teaching	E.g.,		
	and learning	Mariah ahasi Salasa Casa	Markete de la Calence Conse	
	activities	Watch short videos from	Watch short videos from	
•	Noting and	YouTube on Marketing	YouTube on Marketing	
	addressing	orientation.	orientation.	
	areas where	https://youtu.be/y76z-	https://youtu.be/y76z-	
	tutors may	QFFta0	QFFta0	
	require	2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 1 Idontify areas in the	
	clarification	3.1.1 Ask tutors to identify	3.1.1 Identify areas in the	
•	Noting	areas in the video	video you watched	
	opportunities	they watched that	that require further	
	for making links	require further	clarifications.	
	to the Basic	clarifications.		
	School	3.2 Lead tutors in a	3.2 Discuss how these	
	Curriculum	discussion on how these	different activities from	
•	Noting			
	_	different activities from	the video watched	
	opportunities	the video watched	would be carried out in	
	for integrating:	would be carried out in	both CoE and basic	
	GESI	both CoE and basic	school classroom to	
	responsiveness	school classroom to	achieve the LOs and the	
	and ICT and 21st	achieve the LOs and the	LIs of the course manual	
	C skills	LIs of the course manual	for lesson 12.	
		for lesson 12.		

- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability o guidance on

any power

presentation

s, TLM or

point

other

- Note: remind Tutors to ensure that all instructions carried out should be gender responsive (e.g., equity, inclusivity, cultural diversity).
- 3.3 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed in the lesson.
- E.g., How cultural diversity would be addressed in teaching marketing orientation in the classroom.
- 3.4 Ask tutors to identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., Watching a YouTube video on marketing orientation with their mobile phones
- 3.5 Ask tutors to read the assessment activities in the course manuals and identify areas that require clarification.
- E.g., Student teachers to develop an algorithm for a website using marketing mix techniques to promote an item. The algorithm is to go into their portfolio

- Note: remind Tutors to ensure that all instructions carried out should be gender responsive (e.g., equity, inclusivity, cultural diversity).
- 3.3 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed in the lesson.
- E.g., How cultural diversity would be addressed in teaching marketing orientation in the classroom.
- 3.4 Identify any 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.
- E.g., Watching a YouTube video on marketing orientation with their mobile phones
- 3.5 Read the assessment activities in the course manuals and identify areas that require clarification.
 E.g., Student teachers to develop an algorithm for a website using marketing mix techniques to promote an item. The algorithm is to go into their portfolio

	resources which need to be developed to	Note!! These could be added to their subject portfolio/project	Note!! These could be added to their subject portfolio/project	
•	support learning Tutors should be expected to have a plan for the next lesson for student teachers	3.6 Ask tutors to identify other inclusive resources for teaching and learning of the concepts in both CoE and basic school classroom.	3.6 Identify other inclusive resources for teaching and learning of the concepts in both CoE and basic school classroom.	
		E.g., Smart phones, Audiovisuals from YouTube, projector.	E.g., Smart phones, Audio- visuals from YouTube, projector.	
		3.7 Ask tutors to have concrete plans for teaching the next topic.	3.7 Ensure you have a concrete plan for teaching the next topic.	
4.	Evaluation and review of session:	Evaluation and review of session:	Evaluation and review of session:	15 mins
•	Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask tutors to identify any outstanding issues relating to the lesson 12 and the other previous lessons to be addressed.	4.1 Individually, identify any outstanding issues relating to the lesson 12 and the other previous lessons to be addressed.	

Appendix 1

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

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

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

Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where	
tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	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 assignment	The Subject Portfolio is the deliberate
	designed to enable student teachers	collection of student teachers' work that
	to demonstrate achieving one or	has been selected and organized for a
	more of the CLOs, progress towards	particular subject to show student
<u>:</u>	achieving identified NTS,	teacher's learning and progress to
IS I	development of knowledge and	achieving the CLOs through examples of
WHAT IS IT?	understanding of: the Basic School	his or her best work.
Ĭ	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 the	200-word reflection on the items*
	project	Or 2 items of work and
	Substantive or main section:	A mid semester assessment: case study,
	Presentation of any artifacts,	reflective note, quiz.
	experiments, TLMs created for the	* For each item they select, Student
	project; presentation, analysis, and	teacher's need to reflect on
_	interpretation of what has been	progress against identified NTS;
VTS	done, learned, or found out in	achieving CLOs; increased knowledge
JEN	relation to focus of the project.	and understanding of the Basic School
Ē	Conclusion: Statement of the key	Curriculum, GESI responsiveness,
CONSTITUENTS	outcomes of the project; reflection on what the student teacher has	integration of ICT and how they could have approached developing the item
Ö	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
	• Introduction – 10	i(a). Each of the three (3) items selected
	Methodology – 20	by the student teacher is 30 % (90%).
±	 Substantive section – 40 	i(b) Presentation and organisation of
<u>5</u>	• Conclusion – 30	portfolio 10%.
WEIGHT	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%
		l
		portfolio 10%
	End of semester Exam, weight 40%. T	o assess: achievement of one or more of
M	the CLOs, progress towards achieving identified NTS, development of k	
EX		
	approaches and to integrate ICT and 2	1 st C skills in teaching and learning
EXAM	ii(c)Presentation and organisation of	

ACKNOWLEDGEMENTS

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

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