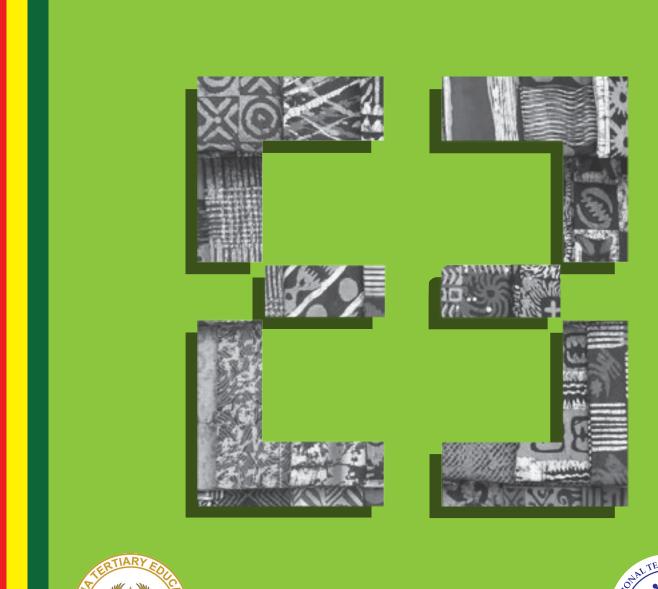
Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Language Literacy Year 2 Semester 2

HANDBOOK FOR COORDINATORS









The Government of Ghana







Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

Foreword

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

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

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

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

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

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

Robin Todd Executive Director, T-TEL May 2021

ACKNOWLEDGEMENTS

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

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

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

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

The New approach to the Weekly Professional Development (PD) Sessions for Tutors

Guidance Notes for the CoE Professional Development Coordinators (PDC) Overview

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

1. Background to the new approach to PD

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

2. Features of the B.Ed. PD Sessions

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

GHANAIAN LANGUAGE AND ENGLISH

Name of Course: Ghanaian Language and English This PD Session document consists of the following courses:

- 1. English
 - a. Studies in poetry, prose and drama
 - b. Introduction to literature in English
 - c. Stylistics
- 2. Ghanaian Language (GL)
 - a. Structure and usage of a Ghanaian language
 - b. Morphology and syntax of a Ghanaian Language
 - c. Written Literature of a Ghanaian Language

How to use this PD Manual

This Professional Development (PD) manual comprises several courses in English and Ghanaian Language. In this manual, there are some generic statements and instructions in the various lessons, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions. Age Phase:Early Grade, Upper Primary and Junior High SchoolName of Subject:Language and Literacy

- 1. English
 - a) Studies in poetry, prose and drama
 - b) Introduction to literature in English
 - c) Stylistics
- 2. Ghanaian Language (GL)
 - a) Structure and usage of a Ghanaian language
 - b) Morphology and syntax of a Ghanaian Language
 - c) Written Literature of a Ghanaian Language

Year: 2 Semester: 2

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

Lesson Title:

English: Introduction to literature; Introduction to stylistics; review of nature, types and aspects of poetry.

Ghanaian Language: Vocalic phonology of a Ghanaian language; morpheme (definitions, scope, types and forms); Literature: Concepts, scope, types and characteristics.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Ask tutors to discuss what they expect from this first session and how they understand this concept. Lead tutors to write at least two things they learnt from the previous semester's PD session 	 Discus your views on your expectation form the session. Write at least two things you learnt from the previous semester's PD session 	15 mins
	2. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of the current lesson 1(vocalic	2. In pairs, discuss the main purpose of the current PD Session and that of the current lesson 1 of the course	

	phonology and morphemes, types of	manual and share among yourselves.	
	literature and types of poetry) of the course manual and ask them to		
	share their views.		
	3. Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. (Refer to the learning outcomes and indicators sections of the lessons e.g., how are the indicators related to the learning outcomes?	3. Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lesson e.g. How will the indicators help with achievement of	
	Suggested answer : e.g. The indicators are success criteria for measuring the	the learning outcomes)?	
	learning Outcomes.		
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	 Using probing questions, ask tutors to identify key elements of the lesson description in the manual and address issues that may arise. (Refer to the lesson descriptions in the manuals – e.g., what are the main issues to be covered in the lessons? 	1. Answer questions and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. (<i>Refer to</i> <i>the lesson descriptions</i> <i>in the course manuals.</i>	0 mins
	Note: <i>The lesson</i> <i>descriptions are on the</i> <i>same pages as stated</i> <i>above in the</i> <i>introductory section</i> .		
	2. Let tutors brainstorm on the concepts (such as phonemes, morphemes and written literature) in their various lessons in	 Brainstorm (and come out with creative ideas) on the main content to be covered in the lesson and 	

the courses (to come up with creative ideas) and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in your respective courseclarify issues that arise from the the section on to and subtopics in respective course	r to pics the
manuals) E.g., How can learners with learning problems be helped in the learning situation?	
Suggested answer : E.g., Tutors can give individual attention through differentiated learning.	
 3. Discuss with tutors how the respective lessons contribute to language learning (e.g., In what ways can you use the lessons to help learners develop skills in learning Ghanaian language? 3. Discuss how you lessons contribute language learning language learning language learning language? 	te to
Suggested answer: It will help them to develop the skills in language learning, language analysis and their communicative skills.	
 Lead discussion through questions and answers on the various suggested teaching and learning activities used in the lesson delivery on teaching morphemes and types as well scope of literature and how they will promote the contribute to discussion by answering and a questions on the various teaching learning activitie suggested to be in the lesson delivery of contribute to discussion by answering and a questions on the various teaching learning activitie suggested to be in the lesson delivery of literature and how they will promote the contribute to discussion by answering and a questions on the various teaching learning activitie suggested to be in the lesson delivery of literature and how they will promote the contribute to delivery of Chan 	and s used ivery Il itent
	 with creative ideas) and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in your respective course manuals) E.g., How can learners with learning problems be helped in the learning situation? Suggested answer: E.g., Tutors can give individual attention through differentiated learning. Discuss with tutors how the respective lessons contribute to language learning (e.g., In what ways can you use the lessons to help learners develop skills in learning Ghanaian language? Suggested answer: It will help them to develop the skills in language learning, language analysis and their communicative skills. Lead discussion through questions and answers on the various suggested teaching and learning activities used in the lesson delivery on teaching morphemes and types as well scope of literature and how

	English of the New 4- year B.Ed., Basic Schoolof the New 4-yearCurricula and GESI, e.g. think-pair-share, brainstorming, group work. (refer tutors to the teaching and learning activities sections of the course manuals)of the New 4-year B.Ed., Basic School Curricula and GESI. (refer to the teaching and learning activities manuals)	
	 2. Let tutors discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues) in the lessons in both the College of Education (B. Ed) and Basic School Curricula. 2. Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues) in the lessons in both the College of Education (B. Ed) and Basic School Curricula. 	
	 3. Ask one tutor to model a selected activity in a teaching situation. 3. Demonstrate with a selected activity and use it in real classroom teaching situation. 	
Activity 3: Resources	 Discuss with tutors: Discuss with tutors: The main teaching and learning resources including ICT tools The main teaching and learning resources and how you will use them to enhance Projectors, video) and inclusive materials and how they will be used in the lessons to promote learning for instance, Discuss: The main teaching and learning The main teaching projectors, video) Interequired text and how will be used in the lesson to promote The required text and how will be The required text and how will be The lesson to promote The required text The lesson to promote The lesson to promote The lesson The lesson The lesson The lesson The lesson The lesson The required text The lesson The lesson The lesson The lesson The required text 	15 mins

Review of session and	(refer tutors to the resources section of their manuals)learning among all manner of learners.ii. The respective required texts and how they will be used in the lessons to promote learning among all manner of learners.iii. The additional reading materials needed and how you will use them to promote learning for instance Ghanaian Language among all manner of learners, e.g., learners with visual impairment.iii. The respective additional reading materials needed additional reading materials needed and how they will be used in the lessons to promote learning for instance this topic in Ghanaian language among all manner of learners e.g., learners with visual impairment.1. In summary, ask tutors1. Summarize the main	15 mins
Evaluation (Assessment):	1. In summary, ask tutors to recap the main issues in the respective lessons1. Summarize the main issues in the lesson 	12 111112
	in the PD session and outstanding issues discuss any outstanding that relate to the surrent losson for	
	issues that relate to it current lesson for for clarification. clarification.	
	 2. Discuss with tutors the assessment instruments in the respective manuals and procedures used in the concept of vocalic phonology as well as scope of literature lessons for assessing student teachers as prescribed in the National Teacher Education Assessment Policy (NTEAP). 2. Discuss the assessment instruments and procedures used in the State of the State of	

	 Encourage tutors to read the topics to be treated in the next PD session 	 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.
Follow up (Enactment)	 Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during next PD session. 	 4. Sit in and observe a lesson by a critical friend teach a lesson on the PD session and report your observation during next PD session.

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

LESSON TITLE:

English: Stylistics (principles and strands); emergence of written francophone poetry; introduction to poetry

Ghanaian Language: Morpheme (definitions, scope, types and forms); vowels distribution and sequence; literary devices.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	<i>Guidance Notes on Tutor</i> <i>Activity during the PD</i> <i>Session.</i> What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	1. Let tutors write down the main ideas raised in the previous PD Session on course manual, (E.g. What were the main concepts you learnt in the previous PD sessions? How do they contribute to language learning?).	 Write down the main concepts raised in the previous PD Session in the manual. 	15 mins
	2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.	2. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback.	
	3. Discuss with the group the main learning outcomes and the learning indicators raised in the lesson. Address issues that may arise. (Refer to the learning outcomes and indicators sections of the	3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes	

	lessons e.g., how are the indicators related to the learning outcome? Suggested answer : e.g. The indicators will help with achievement of the learning outcomes	and indicators section of the various lessons)	
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	 Use question and answer technique to identify key elements of the lesson description in the various manuals and address issues that may arise. (Refer to the lesson descriptions in the various manuals – e.g., what are the main issues to be covered in the lesson? 	1. Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. (Refer to the lesson description in the course manual	0 mins
	2. Using think-pair-share strategy, ask tutors to come out with the main content to be covered in the lessons and clarify issues that may arise from the discussion. (Refer to the sections on topics and subtopics in the respective course manuals)	2. Through the think-pair- share, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the respective course manuals).	
	 3. Put tutors in groups to discuss the challenges they might encounter when presenting the lessons on francophone poetry, types of morphemes and vowel sequencing in language lesson. What challenges do you envisage in teaching these topics (e.g. poetry, literary devices, reading and writing?) Suggested Answer: Students have misconceptions that poetry and literary devices are difficult to 	3. In groups, discuss any challenges you anticipate in presenting the topics of various lessons.	

	learn; morpheme analysis is not easy in language.	
Activity 2: Teaching and learning strategies/activities for the lesson	 Have tutors do discussion on the various teaching and learning activities used in the lesson delivery such as group work and how they will promote the content delivery of the New 4-year B. Ed. and Basic School Curricula. (refer tutors to the teaching and learning activities sections of their course manuals Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B. Ed and Basic School Curricula. E.g., group work, think-pair- share, independent study, brainstorming activities sections of their course manuals 	35 mins
	 2. Let tutors discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 2. Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills and GESI in the lessons in both the College of Education and Basic School Curricula. 	
	 Lead tutors to demonstrate the selected activity in real classroom teaching situation e.g., Use of traffic light in teaching. Demonstrate the selected selected activity in real classroom teaching situation. 	
Activity 3: Resources	 Lead tutors to examine (in pairs or small groups) the main teaching and learning resources and how they will be used in the lesson to promote learning of Ghanaian Language and or English among all manner of learners. Examine the main teaching and learning resources and how they will use them to enhance learning of the topic. Discuss the required text and how they will be used in the 	15 mins

	used in the lesson to promote learning. (refer to your course manual) ii. additional reading materials needed and how they will be used in the lesson. (refer to your course manual) iii. The main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials (e.g. audio- visual) and how they will be used in the lesson to promote learning at both the New 4-Year B.Ed. and Basic levels. (refer to your course manual)	 lesson to promote learning of Ghanaian Language and or English. ii. Discuss the additional reading materials needed and how you will use them to promote learning. iii. Discuss main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials (audio- visuals) and how they will be used in the lesson to promote learning at both the New 4- Year B.Ed. and Basic levels. (refer 	
Review and Evaluation (Assessment) of session:	 Discuss with tutors any outstanding issues that relate to the current lesson for clarification. 	manual)1. Discuss any outstanding issues that relate to the current lesson for clarification.	5
	2. Discuss with tutors the assessment instruments and procedures such as presentation, class participation used in this lesson for assessing student teachers in relation to the NTEAP (refer to your course manual).	2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.	
	 Discuss with tutors the topics to be treated in advance to enable them to 	 Discuss the topics to be treated in advance to enable them to prepare 	

	prepare adequately for the next PD Session	adequately for the next PD Session
Follow up	4. Let Tutors identify critical	4. Identify a critical friend
(Enactment)	friends who took part in	who took part in the PD
	the PD session to sit in	session to sit in your
	their class during lesson	class during lesson and
	and report on observation	report on observation
	during the next PD session	during the next PD
	for discussion.	session for discussion.

Year 2 Semester 2

TUTOR PD SESSION FOR LESSONS 3 IN THE COURSE MANUAL

Lesson Topics:

English: Key concepts in stylistics; emergence and development of Anglophone and Lusophone poetry; Elements of Poetry

Ghanaian Language: Phonetic description and distribution consonants; Affixation; Prose (scope, characteristics and literary devices)

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the SL/Ho Ds will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Let tutors work in pairs to do a semantic map as recap of the previous PD Session and share with others on E.g. introduction to poetry (English) consonant distribution and sequence (Ghanaian Language) 	 In pairs, do a semantic map as recap of the previous PD Session lessons and share with others. 	15 mins
	2. Let tutors reflect using discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom.	2. Reflect through discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom.	
	3. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 3. Address issues that may arise. (Refer to the learning outcomes and indicators	 Discuss the main learning outcomes and the learning indicators raised in lesson 3 and Ask questions for clarification 	

	section of the lessons e.g., how are the learning indicators appropriately matched with the learning outcomes for various courses?	
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	 Ask tutors through questions to examine key elements of lesson 3 descriptions in the manual and address issues that may arise. (<i>Refer to the lesson</i> descriptions in the manual – e.g., What are the main issues raised in the various lesson?) Answer questions ask questions for clarification, exam key elements of le descriptions in the manual and address issues that may arise. (<i>Refer to the lesson</i> descriptions in the manual – e.g., What are the main issues raised in the various lesson?) 	nine esson 3 e ess rise. on sson 3
	 2. Ask tutors to brainstorm on the main content in relation to affixation, consonant description and scope of prose for instance, to be covered in lesson 3 and clarify issues that may arise from the discussion. (<i>Refer to the section on topics and subtopics in the current course manuals</i>) 2. Brainstorm on the content to be covered in <i>Refer to the section on topics and subtopics in the current course manuals</i>) 2. Brainstorm on the content to be covered in <i>Refer to the section on topics and subtopics in the current course manuals</i>) 	vered in arify rise on. <i>ion on</i> <i>bics in</i>
	 3. Discuss with tutors the challenges they might encounter when presenting the topics in the lessons e.g., lusophone poetry or consonant description. 3. Discuss any challenges and the lessons and the lessons e.g., lusophone poetry or consonant description. 3. Discuss any challenges and the lessons and the lessons e.g., lusophone poetry or consonant description. 	
Activity 2: Teaching and learning activities for the lesson	 Lead discussion through questions and answers on the various teaching and learning activities to be used in the delivery of the various lessons and how they will promote the content delivery of the New 4-year B.Ed. and Discuss through the of questions and answers the various various teaching and learning activities in the lesson delivery and how they will promote the delivery of the content delivery of the New 4-year B.Ed. and Discuss through the of questions and answers the various various teaching and answers the various various teaching and the various teaching and answers the various various teaching and the various teaching and answers the various various teaching and the various teaching and	us the and used very very of

		Basic School Curricula. (refer to the teaching and learning activities section of the course manual)		and Basic School Curricula. (refer to the teaching and learning activities section of the course manual)	
	2.	Let the tutors discuss in pairs the appropriateness of the various activities and strategies and how they will be used to enhance the core and transferable skills (e.g., critical thinking, creativity, communication) and GESI (e.g., gender, diversity) in the lesson in both the College of Education and Basic School Curricula	2.	Discuss in pairs, the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Ask tutors to demonstrate how they will use a selected activity in real classroom situation.	3.	Demonstrate to the group how you will use a selected activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning among all manner of learners at both the New 4-Year B. Ed and Basic levels. (refer to manuals)	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels.	15 mins
	2.	Discuss with tutors the units/chapters from the required text and additional reading texts including ICT tools and indicate how they will be used in the lesson to promote learning among all manner of learners.	2.	Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning of English or Ghanaian	

Review and Evaluation (Assessment) of session	Language among all manner of learners with diverse needs.Language among all manner of learners with diverse needs.1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.1. Identify any outstanding issues that relate to the current lesson for 	nins
	 Discuss with tutors the assessment instruments and procedures used in the lessons for assessing student teachers. (refer to individual manuals) Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 	
	 Ask tutors to read lesson Read lesson 4 for the next PD session. 	
Follow up (Enactment)	 4. Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion. 4. Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion. 	

Yea 2 Semester 2

TUTOR PD SESSION FOR LESSONS 4 IN THE COURSE MANUAL

Lesson Topics:

English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.

Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and literary devices.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Use stick a note activity to recap the main issues raised in the previous PD Session on lesson three. 	 Write on a sticker note what you learnt on the main issues raised in the previous PD session on lesson three. 	15 mins
	 Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 	 Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 	
	3. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 4. Address issues that may arise. (Refer to the learning outcomes and indicators section of lesson 4 e.g., how are the learning indicators on the analysis	3. Discuss the main learning outcomes and the learning indicators raised in lesson 4 and Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lessons.)	

	of postry a	nnranriatalu			
	of poetry a matched w	ppropriately			
	learning ou		4	A	40
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	elements o description manual and issues that (Refer to th description manuals – the main is	to identify key of the lesson of the lesson of address may arise. The lesson of the e.g., what are sues to be the lesson for	1.	Answer questions and ask questions for clarification to identify key elements of the lesson descriptions in the course manual and address issues that may arise. (Refer to the lesson descriptions in the manual of the lesson for the PD Session)	40 mins
	on the mai be covered the PD sess issues that from the d <i>(Refer to th</i>	scussion. The section on Subtopics in Course	2.	Brainstorm on the main content to be covered in lesson 4 and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual.	
	challenges encounter presenting	h tutors the they might when the topic and ys to address	3.	Discuss any challenges you anticipate in presenting the topic and suggest ways of addressing such challenges.	
Activity 2:	1. Brainstorm	through	1.	-	35 mins
Teaching and		estions with		answering questions	
learning activities for	tutors the	various		on the various	
the lesson	teaching ar	0		teaching and learning	
	activities u			activities used in the	
		very and how		lesson delivery and	
	they will pr			how you will promote	
		livery of GESI,		the content delivery of	
		year B.Ed. and		GESI, the New 4-year	
		ol Curricula.		B.Ed. and Basic School	
		e teaching and		Curricula. (refer to the	
	learning ac	tivities section		teaching and learning	

		of the lesson in the manual in the PD session)		activities section of the lesson discussed in the manual in the PD session	
	2.	Let tutors discuss among themselves the efficiency of the suggested activities and strategies used in the lesson e.g., on stylistics and meaning, poem analysis, phonological process, scope of drama and how they will be used to enhance the core and transferable skills (e.g., group work – leadership skills, communication) and GESI in the lesson in both the College of Education and Basic School Curricula.	2.	Discuss the among yourselves the effectiveness of the suggested activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula	
	3.	Guide them to demonstrate the selected activities in real classroom situation or close to reality.	3.	Demonstrate the selected activities in real classroom situation or close to reality.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources including ICTs (e.g., smartphone, videos, computers) for the lesson and how they will be used to promote learning as discussed in the manual to benefit all manner of learners.	1.		15 mins
	2.	Discuss with tutors the required text on phonological processes, scope of drama, style and meaning and how they will be used in the lesson to promote learning	2.	Discuss the required text and how they will be used in the lesson to promote learning.	

	among learners of background and ne 3. Discuss with tutors additional reading materials needed a how they will be us the lesson.	eds. the 3. Discuss the additional reading materials nd needed and how you	
Review and Evaluation (Assessment) of session	 Discuss with tutors outstanding issues relate to the currer lesson for clarificat 	that outstanding issues It that relate to the	nins
	2. Discuss with tutors assessment strateg and procedures use this lesson (lesson a assessing student teachers. (<i>Refer to</i> assessment section lesson)	y(ies) assessment ed in instruments and 4) for procedures used in this lesson for assessing student	
	 Ask tutors to read t topic for the next P session. 		
Follow up (Enactment)	 Let Tutors identify critical friend who to part in the PD sessi sit in their class dur lesson and report of observation during next PD session for discussion. 	cookwho took part in theon toPD session to sit iningyour class duringnlesson and report on	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

Lesson 5 Topics:

English: Exploring various language aspects in stylistics: style and meaning 2; review of nature, types and aspects of prose, introduction to drama.

Ghanaian Language: Basic concepts of morphology of a Ghanaian language; syntax (definition and scope; lexical categorisation); poetry one: types, characteristics and elements.

Focus: the bulletsGuidance notes on Leading provide the frame for the session. What the the session. What the session. What the the session. What the session. What the Activity during the PD session. What PD Session participants (Tutors) will doluring each state of the session)Time in session participants (Tutors) will doluring each state of the session)Time in sessionIntroduction / lesson overview1. Using question and answer technique to recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lesson15 minsSyle addressed1. Using question and answer technique to recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lesson15 minsSyle ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.1. Anguage: Some phonological processes in Ghanaian1. Anguage; Some word formation processes; farama (scope, characteristics and literary devices.1. Anguage; Some word formation1. Anguage; Some word formation <th>Former the hullets</th> <th>Cuidance notes on Londing</th> <th>Cuidance Notes on Tutor</th> <th>Time</th>	Former the hullets	Cuidance notes on Londing	Cuidance Notes on Tutor	Time
what is to be done. The guidance notes in italics identify the prompt the SL/HOD needs and each one must be addressedSL/HoDs will have to say during each stage of the sessionSession. What PD Session participants (Tutors) will do during each state of the session)Introduction / lesson overview1. Using question and answer technique to recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lessonEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and1. Respond to the questions to help you recap the main issues raised in the previous lesson		_		_
The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressedduring each stage of the sessionparticipants (Tutors) will do during each state of the session)Introduction / lesson overview1. Using question and answer technique to recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lesson15 minsEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.1. Respond to the questions to help you recap the main issues raised in the previous lessonIntergretation and analysis of poetry.1. Respond recap the main issues raised in the previous lessonIntergretation and analysis of poetry.1. Chanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and1. Respond to the questions to help you recap the main issues raised in the previous lesson				session
italics identify the prompt the SL/HOD needs and each one must be addressed session do during each state of the session) Introduction / 1. Using question and answer technique to recap the main issues raised in the previous lessons 1. Respond to the questions to help you recap the main issues raised in the previous lessons 15 mins English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. 16 manian 16 manian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and 16 manian 16 manian		. ,		
prompt the SL/HoD needs and each one must be addressedthe session)the session)Introduction / lesson overview1. Using question and answer technique to recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lesson15 minsEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and1. Respond to the questions to help you recap the main issues raised in the previous lesson	The guidance notes in	during each stage of the	participants (Tutors) will	
needs and each one must be addressedIUsing question and answer technique to recap the main issues raised in the previous lessonsIRespond to the questions to help you recap the main issues raised in the previous lessonsIIS minsEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and1.Respond to the questions to help you recap the main issues raised in the previous lesson	italics identify the	session	do during each state of	
must be addressedImage: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics andImage: Some phonological processes; drama (scope, characteristics andImage: Some phonological processes; drama (scope, characteristics and	prompt the SL/HoD		the session)	
Introduction / lesson overview1. Using question and answer technique to recap the main issues raised in the previous lessons1. Respond to the questions to help you recap the main issues raised in the previous lessons15 minsEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and1. Respond to the questions to help you recap the main issues raised in the previous lesson	needs and each one			
lesson overview answer technique to recap the main issues raised in the previous lessons questions to help you recap the main issues raised in the previous lesson English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. lesson Ghanaian language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and aduation characteristics and	must be addressed			
recap the main issues raised in the previous lessons English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and	Introduction /	1. Using question and	1. Respond to the	15 mins
recap the main issues raised in the previous lessons English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and	lesson overview	answer technique to	questions to help you	
raised in the previous lessonsraised in the previous lessonEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.lessonGhanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics andraised in the previous lesson		-		
lessonslessonEnglish: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.IssonGhanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics andIsson			•	
English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, 		-	•	
various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and		5 5		
reading and analysis of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
of poems; interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
interpretation and analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
analysis of poetry. Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
Ghanaian Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
Language: Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and				
Ghanaian languages; some word formation processes; drama (scope, characteristics and				
languages; some word formation processes; drama (scope, characteristics and		processes in		
word formation processes; drama (scope, characteristics and		Ghanaian		
processes; drama (scope, characteristics and		languages; some		
(scope, characteristics and		word formation		
(scope, characteristics and		processes; drama		
characteristics and				

	2.	Let tutors reflect on the lessons observed by a colleague on the application of the previous PD session in the classroom. Lead discussion with the group on the main learning outcomes and the learning indicators raised in the lesson. Address issues that may arise. (Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes?- suggested answers: e.g.	2.	Reflect through discussion the lessons observed by a colleague on the application of the previous PD session in the classroom. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lessons.	
		The indicators will help with achievement of the learning outcomes.			
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1.	Using think-pair-share technique, lead tutors to identify the key elements of the lessons as outlined in the manual and address issues that may arise. (Refer to the lesson description in the manual	1.	Think-pair-share for clarification on the lesson and identify key elements of the lessons as outlined in the manual and address issues that may arise. (<i>Refer to</i> <i>the lesson description</i> <i>in your course</i> <i>manual</i>	40 mins
	2.	Lead discussion on the main content to be covered in English: Exploring various language aspects in stylistics: style and meaning 2; review of nature, types and aspects of prose, introduction to drama.	2.	Discuss the main content to be covered and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual	

	1				
		Ghanaian Language:			
		Basic concepts of			
		morphology of a			
		Ghanaian language;			
		syntax (definition			
		and scope; lexical			
		-			
		categorisation);			
		poetry one: types,			
		characteristics and			
		elements.			
		and clarify issues			
		that may arise from			
		the discussion.			
		(Refer to the section			
		on topics and			
		subtopics in your			
		course manual)			
	3.	Let tutors discuss with	3.	Discuss any	
	5.	you the challenges they	5.	challenges you	
		might encounter when		anticipate in	
		presenting the topic.		presenting the topic.	
Activity 2:	1.	Using question and	1.	Discuss the various	35 mins
Teaching and learning		answer technique,		teaching and learning	
activities for the		discuss the various		activities used in the	
lesson		teaching and learning		lesson delivery and	
		activities used in the		how they will	
		lesson delivery and how		promote the content	
		they will promote the		delivery of the New	
				•	
		content delivery of the		4-year B.Ed. and	
		New 4-year B.Ed. and		Basic School	
		Basic School Curricula.		Curricula. (refer to	
		(refer to the teaching		the teaching and	
		and learning activities		learning activities	
		section of the lesson in		section of the lesson	
		the course manual).		in the course manual)	
	2.	Lead discussion on the	2.	Discuss the	
		appropriateness of the		appropriateness of	
		suggested activities and		the activities and	
		strategies in achieving		strategies in the	
				achievement of the	
		the lesson objectives			
		and how they will be		objectives of the	
		used to enhance the		lesson and how they	
		core and transferable		will be used to	
		skills (e.g., pair work –		enhance the core and	
		communication,		transferable skills	
	i	/	1		

	1		1		1
		personal development) and GESI in the lessons.		and GESI in the lessons.	
	3.	Lead tutors through brainstorming to use the concepts they have learnt/ acquired from the lesson in context or in real life situation.	3.	Use the concepts you have acquired from the lesson in context or in real life situation.	
Activity 3: Resources	1.	Lead discussion on the main teaching and learning resources including ICTs (e.g., videos, smart phones, overhead projector, and computer) and how they will be used in the lesson on language to promote learning.	1.	Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic.	15 mins
	2.	Let tutors discuss the required texts and how they will use them in the lessons to promote learning and other essential skills among all learners of diverse learning needs.	2.	Discuss your required texts and how you will use them in the lessons to promote learning and other essential skills among all learners of diverse learning needs.	
	3.	Lead discussion with tutors on the recommended additional reading materials they need and how they will use them in the lesson to promote learning.	3.	Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning among learners.	
Review and	1.	Let tutor use post-it	1.	Discuss any	15 mins
Evaluation		note to recap the main		outstanding issues	
(Assessment) of		issues in the PD session		that arise from the	
session		and discuss any		post-it note elate to	
		outstanding issues that relate to it for clarification.		the current lesson for clarification.	
			2.	Discuss the	
	2.	Let tutors discuss the		appropriateness of	
		appropriateness of the		the assessment	

	assessment instruments and procedures used in the various lessons (eg basic concepts in morphology, types and aspects of prose, lexical categorisation) for assessing student teachers.		instruments and procedures used in these lessons for assessing student teachers.	
	 Have tutors read the topics to be treated in the next PD session 	3.	Read the topics to be treated in the next PD session.	
Follow up (Enactment)	 Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson delivery and report on observation during the next PD session for discussion. 	4.	Identify a critical friend who took part in the PD session to sit in your class during lesson delivery and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

Lesson Topics:

English: Style and grammar; novels of African and European origin; elements of drama. **Ghanaian Language:** Word formation processes of a Ghanaian language; structure of syntax (phrase, clauses and sentences); poetry 2 (characteristics, types and elements).

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Using the snowballing game, have individual tutors ask or answer a question each on what they had learned in the previous PD Session on the topic, English: Exploring various language aspects in stylistics: style and meaning 2; review of nature, types and aspects of prose, introduction to drama. Ghanaian Language: Basic concepts of morphology of a Ghanaian language; syntax (definition and scope; lexical categorisation); poetry one: types, characteristics and elements. 	 Be in a circle. One person should be in the middle of the circle with a ball. The one in the middle will ask any question on the previous PD Session on the topic and throw the ball to any of you in the circle. That individual answers the question and exits. If she/he fails to get it right, she/he comes to the middle and throws the ball to another for the cycle to continue until everybody gets to ask or answer a question. 	15 mins
	 Let tutors through discussion reflect on the 	 Reflect on the report of the critical friend. 	

		report from the critical friend on a lesson observed in the classroom on the application of ideas raised during the previous PD session. In their subject groups, have tutors to discuss the main learning outcomes and the learning indicators raised in the lessons. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes?</i>	3.	Discuss in groups the main leaning outcomes and learning indicators raised in the lesson. Ask questions for clarification. (<i>Refer to</i> <i>the learning outcomes</i> <i>and indicators section of</i> <i>the lesson</i> .	
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	1.	Use question and answer technique to identify key elements of the lesson description in the manual and address issues that may arise. (Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson?)	1.	Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and discuss issues that may arise. (Refer to the lesson description in the course manual)	40 mins
	2.	Using "find someone who can" have tutors to come out with the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	2.	Stand up and move to a friend. Ask questions in the respective content areas.	
	3.	Put tutors in groups to discuss the challenges	3.	In groups, discuss any challenges you	

	4.	they might encounter when presenting the topic. Let at least a group make a presentation on the challenges for whole group discussion.	4.	anticipate in presenting the topic. Make a presentation (oral) for whole group discussion.	
Activity 2: Teaching and learning activities for the lesson	1.		1.	In groups of 3, discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4- year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manuals.	35 mins
	2.	Let them examine the effectiveness and appropriateness of the activities and strategies and how they will be used to enhance the twenty-first century skills (global citizenship, cultural identity, leadership and collaboration, communication and personal development, creativity and problem solving) and GESI in the lesson and put their answers on flip chart for presentation.	2.	Examine the appropriateness of these activities and strategies and how they will be used to enhance the twenty-first century skills and GESI in the lesson. Provide your answers on a flip chart.	
	3.	Lead them to demonstrate the selected activities in real classroom teaching situation.	3.	Demonstrate the selected activities in real classroom teaching situation.	

Activity 3: Resources	1.	Have tutors in groups to identify and list the main teaching and learning resources including ICTs and how they can be adapted to suit the learner needs.	1.	In your groups, identify and list the main teaching and learning resources including ICTs and show how you will use them to enhance learning of the topic. Present your work on a flip chart for gallery walk.	15 mins
	2.	Discuss with tutors the required text e.g for novels in Africa, clauses, and how they will be used in the lesson to promote learning.	2.	Discuss the required text and how they will be used in the lesson to promote learning.	
	3.	Discuss with tutors the additional reading materials needed and how they will be used in the lesson.	3.	Discuss the additional reading materials needed and how you will use them to promote learning.	
Review and Evaluation (Assessment) of session	1.	By way of recap, ask tutors to write, on the post-it note, two things they have learnt and one thing they may need further assistance in order to grasp the concept.	1.	Write, on the post-it note, two things you have learnt and one thing you may need further assistance in order to grasp the concepts.	15 mins
	2.	With Two stars and a wish strategy, have tutors mention two assessment instruments and procedures they have used in the session and one that they wish had been used.	2.	Write on a post-it note, two things you like and one you think needs improvement in relation to assessment instruments and procedures that you have used in the session and one that you wish you had used.	
Follow up (Enactment)	3.	Have tutors go and implement the ideas in this current session and share their experiences in the next PD session.	3.	Implement the ideas in this current PD session and share your experiences in the next session.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSONS 7 IN THE COURSE MANUAL

Lesson Topics:

English: Style: phonology and graphology; characteristics of the novel; interpretation and appreciation of drama text.

Ghanaian Language: Coordination; basic concepts of syntax of a Ghanaian language; assessing written literature of a Ghanaian language.

Focus: the bullets	Guidance notes on Leading Guidance Notes of	
provide the frame for	the session. What the Activity during th	
what is to be done.	SL/HoDs will have to say Session. What PD	
The guidance notes in	during each stage of the participants (Tuto	ors) will
italics identify the	session do during each st	ate of the
prompt the SL/HoD	session)	
needs and each one		
must be addressed		
Introduction /	1. Using semantic mapping 1. Recall one thi	ng you 15 mins
lesson overview	strategy, lead tutors to have learnt from the strategy has been been been been been been been bee	om the
	recap the main issues previous sessi	on on
	raised in the previous the semantic	mapping
	PD Session. used by the tu	utor.
	2. Let tutors share their 2. Reflect and sh	are your
	experiences gathered experiences fi	-
	from the implementation	on of the
	implementation of the previous idea	s in your
	previous ideas in the class.	
	classroom.	
	3. Discuss with the group 3. Discuss the m	ain
	the main learning learning outco	omes and
	outcomes and the the learning ir	
	learning indicators outlined in the	
	outlined in the English for the PD ses	
	and Ghanaian Language questions for	
	lessons. Let tutors clarification to	address
	address issues that may the issues that	
	arise. (<i>Refer to the</i> arise. (find ou	,
	<i>learning outcomes and</i> the learning in	
	<i>indicators section of the</i> appropriately	
	lessons, e.g., how are with the learn	
	the learning indicators outcomes.	o'''
L		

		appropriately matched with the learning outcomes?			
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)		Let tutors use <i>tell a</i> <i>neighbour strategy</i> to mention the key elements of the description of lesson 7 as stated in the manual. Address the main issues that may arise.	1.	Tell your neighbour what you think are the key elements of the descriptions of lesson 7 in the manual.	40 mins
		Let tutors brainstorm on the main content of Lesson 7 and clarify issues that may arise from the discussion.	2.	Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion.	
		Put tutors in pairs to list the challenges they might encounter when presenting the topic on English lesson : Style: phonology and graphology; characteristics of the novel; interpretation and appreciation of drama text. -Ghanaian Language lesson: Coordination; basic concepts of syntax of a Ghanaian language; assessing written literature of a Ghanaian language. and paste it for a gallery walk and share ideas on how to address them.	3.	challenges you anticipate in presenting the topic and paste it for a gallery walk and brainstorm on how you will address them.	
Activity 2: Teaching and learning	1.	Lead discussion through questions and answers	1.	Discuss the various teaching and learning	35 mins
activities for the lesson		on the various teaching and learning activities used in the lesson delivery and how they		activities used in the lesson delivery and how they will promote the delivery of the	
		will promote the		New 4-year B.Ed. and	

			1		
		content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer tutors to the teaching and learning activities section of the course manual.		Basic School Curricula. (refer to the teaching and learning activities section of the course manual.	
	2.	Let the tutors discuss appropriateness of the activities and strategies and how they will be used to enhance the twenty-first century skills and GESI in the lesson in both the College of Education and Basic School Curricula.	2.	Discuss in pairs, the appropriateness of the activities and strategies and how they will be used to enhance the twenty- first century skills and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Ask tutors to describe how they will use a selected activity, e.g., group work, think-pair- share, in real classroom situation.	3.	Describe to the group how you will use a selected activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels (refer tutors to the resource section of the manual). Discuss with tutors the	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels. Discuss the units/chapters from	15 mins
	Ζ.	units/chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote 1 earning.		the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning.	

Review and Evaluation (Assessment) of session	tutors to write, on the post-it note, two things they have learnt and one thing they maynote, tw have lea thing you further a	n the post-it o things you rnt and one u may need assistance in grasp the s.
	tutors mention twoinstrumeassessment instrumentsproceduand procedures theyhave usedhave used in the sessionsession a	o assessment ents and res that you
Follow up (Enactment)	implement the ideas in this curr this current session and and shar	ices in the

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

Lesson Topics:

English: Style and discourse; reading and analysis of a novel; introduction to prose. **Ghanaian Language:** Morphological and syntactic structure of a Ghanaian language; assessing structure of a Ghanaian language; preparing TLMs (selection and designing)

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>		Time in session
Introduction / lesson overview	 Let tutors work in pairs to do a semantic map as recap of the previous PD Session on lesson 7 and share with others. Let tutors share their experiences gathered from the implementation 	semantic map as recap of the previous PD Session on lesson 7 and share with others. 2. Reflect and share your experiences	15 mins
	 from the implementation of the previous ideas in the classroom. 3. Discuss with the tutors (in groups) the main Learning Outcomes and the Learning Indicators raised in lesson 8. Address issues that may arise. (Refer tutors to the learning outcomes and indicators section of the lessons. Ask them to identify whether the learning indicators and learning outcomes are appropriately matched) 	 from the implementation of the previous ideas in your class. 3. Discuss the main learning outcomes and the learning indicators raised in lesson 8 and Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lessons) 	

Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1.	Ask tutors to examine the key elements of the lesson descriptions of lesson 8 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)	1.	Answer and ask questions on the key elements of lesson description of lesson 8 in the manual and address issues that may arise. (Refer to the lesson descriptions in lesson 8 of the manual)	40 mins
	2.	Ask tutors to brainstorm on the main content to be covered in lesson 8 and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	2.	Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual.)	
	3.	Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson.	3.	Brainstorm on any challenges you anticipate in presenting the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	1.	Using carousel strategy, have tutors move from table to table listing the various teaching and learning activities that will be used in the delivery of lesson 8 (all courses involved in the activity). Have tutors show how the activities will enhance the content delivery of the New 4- year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual.)	1.	Move round the tables and list the teaching and learning activities needed for each of the lessons.	35 mins
	2.	Let the tutors discuss in pairs the appropriateness	2.	Discuss in pairs, the appropriateness of	

		of the activities and strategies. Ask them to show how they will be used to enhance the twenty-first century skills of a language learner and GESI in the lesson in both the College of Education and Basic School Curricula.		the activities and strategies and show how they will be used to enhance the twenty-first century skills of a language learner and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Ask tutors to describe how they will use a selected activity in real classroom situation. (Refer tutors to the teaching and learning activity section of the manuals.)	3.	Describe to the group how you will use a selected activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them appropriately to promote learning at both the New 4-Year B.Ed. and Basic levels.	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels.	15 mins
	2.	Discuss with tutors the units/chapters from the required texts, additional reading texts and ICTs and indicate how they will be adapted to suit the learners' needs.	2.	Discuss the units/chapters from the required textbook, the additional texts and ICTs and indicate how you will use them in the lesson to promote learning.	
Review and Evaluation (Assessment) of session:	1.	Ask tutors to identify any outstanding issues related to the current lesson for clarification.	1.	Identify any outstanding issues that relate to the current lesson for clarification.	15 mins
	2.	Discuss with tutors the assessment instruments	2.	Discuss the assessment	

	and procedures used in this lesson for assessing student teachers in line with the NTEAP.instruments and procedures used in this lesson for assessing student teachers.
	3. Ask tutors to read lesson3. Read lesson 9 for the next PD session.9 for the next PD session.next PD session.
Follow up (Enactment)	 4. Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion. 4. Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion. 4. Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL

Lesson Topics:

English: Style and syntax; review of nature, style and aspects of drama; characteristics and types of prose.

Ghanaian Language: Preparing TLMs for teaching structure of a Ghanaian language; preparing TLMs for teaching morphological and syntactic structure of a Ghanaian language; selecting appropriate textbooks of TLMs for teaching written literature of a Ghanaian language.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the sessionGuidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)		Time in session
Introduction / lesson overview	 Let tutors work in pairs to recap the previous PD Session and share the main ideas or concepts with others. 	 In pairs, recap the previous PD Session on and share with others. 	15 mins
	2. Let tutors through discussion reflect on the report from the critical friend on a lesson observed in the classroom on the application of ideas raised during the previous PD session.	 Reflect through discussion the lesson observed by a critical friend on the application of the ideas previous PD session. 	
	3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 9 and ask them to share with the group.	3. In pairs, discuss the main purpose of the current PD Session and that of lesson 9 and share with the larger group.	
	 Discuss with the tutors (group) the main 	4. Discuss the main learning outcomes and	

		Learning Outcomes and the Learning Indicators raised in lesson 9. Address issues that may arise. (Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes?)		the learning indicators raised in lesson 9 and Ask questions for clarification. (<i>Refer to</i> <i>the learning outcomes</i> <i>and indicators section</i> <i>of the lessons e.g. Are</i> <i>the LIs properly aligned</i> <i>to the LOs?</i>)	
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1.	Ask tutors through questions to examine key elements of the descriptions of lesson 9 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are the main issues raised in the lesson?)	1.	Answer questions and asking questions for clarification, examine key elements of lesson 9 descriptions in the manual and address issues that may arise. (Refer to the lesson descriptions in lesson 9 of the manual)	40 mins
	2.	Ask tutors to brainstorm on the main content to be covered in lesson 9 and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	2.	Brainstorm on the main content to be covered in the lesson 9 and clarify issues that may arise from the discussion. (<i>Refer to</i> <i>the section on topics</i> <i>and subtopics in the</i> <i>current course manual</i>)	
	3.	Discuss with tutors the challenges they might encounter when presenting the topic in the lesson.	3.	Discuss any challenges you anticipate in presenting the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	1.	Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-	1.	Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery and how they will promote the	35 mins

		year B.Ed. and Basic School Curricula. (<i>Refer</i> to the teaching and learning activities section of the course manual)		delivery of the New 4- year B.Ed. and Basic School Curricula. (<i>Refer</i> to the teaching and learning activities section of the course manual)	
	2.	Let the tutors <i>think-pair-share</i> their views on the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g., communication, creativity, critical thinking, problem-solving) and GESI in the lesson in both the College of Education and Basic School Curricular	2.	Think-Pair-Share your views on the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular.	
	3.	Ask tutors to describe how they will use a selected activity in real classroom situation.	3.	Describe to the group how you will use a selected activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed. and Basic levels for all category of learners.	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the new 4-Year B. Ed. and Basic levels for all category of learners.	15 mins
	2.	Discuss with tutors the units/chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning.	2.	Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning.	

- • •		
Review and	1. Ask tutors to identify any 1. Identify any	15 mins
Evaluation	outstanding issues outstanding issues that	
(Assessment) of	related to the current relate to the current	
session	lesson for clarification. lesson for clarification.	
	 Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 	
	 3. Ask tutors to read lesson 10 for the next PD session. 3. Read lesson 10 for the next PD session. 	
Follow up (Enactment)	 4. Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion. 4. Identify a critical friend who took part in the PD session to sit in the PD session to sit in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion. 	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL

Lesson Topics:

English: Use of stylistics and sampled stylistic analysis of text 1; Aristotelian and Shakespearean conceptions of strategy; characteristics and types of prose 2. **Ghanaian Language:** Interpreting the structure of a Ghanaian language component of a Ghanaian language curriculum; interpreting the morphological and syntactic structure of a Ghanaian language curriculum; interpreting the written literature components of a Ghanaian language curriculum.

Focus: the bullets	Guidance notes on Leading	Guidance Notes on Tutor	Time in
provide the frame for	the session. What the	Activity during the PD	session
what is to be done. The	SL/HoDs will have to say	Session. What PD Session	
guidance notes in	during each stage of the	participants (Tutors) will	
italics identify the	session	do during each state of the	
prompt the SL/HoD		session)	
needs and each one			
must be addressed			
Introduction /	1. Put tutors in groups and	1. In groups, recap the	15 mins
lesson overview	let them recap the	previous PD Session on	
	previous PD Session on	English: Style and	
	English: Style and	syntax; review of	
	syntax; review of	nature, style and	
	nature, style and	aspects of drama;	
	aspects of drama;	characteristics and	
	characteristics and	types of prose.	
	types of prose.	Ghanaian	
	Ghanaian	Language:	
	Language:	Preparing TLMs for	
	Preparing TLMs for	teaching structure	
	teaching structure	of a Ghanaian	
	of a Ghanaian	language;	
	language; preparing	preparing TLMs for	
	TLMs for teaching	teaching	
	morphological and	morphological and	
	syntactic structure	syntactic structure	
	of a Ghanaian	of a Ghanaian	
	language; selecting	language; selecting	
	appropriate	appropriate	
	textbooks of TLMs	textbooks of TLMs	
	for teaching written	for teaching	
	literature of a	written literature	
	Ghanaian language.	of a Ghanaian	
		language.	

		Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. Put tutors in pairs and let them discuss the main purpose of the current PD Session (lesson 10) and ask	2.	Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. In pairs, discuss the main purpose of the current PD Session (lesson 10) and share with the larger group.	
		them to share with the larger group.		with the larger group.	
	4.	Discuss with the tutors (in groups) the main Learning Outcomes and the Learning Indicators for instance on TLMs raised in lesson 10. Address issues that may arise. (<i>Refer to the</i> <i>learning outcomes and</i> <i>indicators section of the</i> <i>lessons e.g., how are</i> <i>the learning indicators</i> <i>appropriately matched</i> <i>with the learning</i> <i>outcomes?</i>)	4.	Discuss the main learning outcomes and the learning indicators raised in lesson 10 for instance on TLMs and ask questions for clarification. (Refer to the learning outcomes and indicators section of the lessons e.g. Are the LIs properly aligned to the LOs?)	
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1.	Ask tutors through questions to examine key elements of the descriptions of lesson 10 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)	1.	Answer questions and asking questions for clarification, examine key elements of lesson 10 descriptions in the manual and address issues that may arise. (Refer to the lesson descriptions in lesson 10 of the manual)	40 mins
	2.	Let tutors share what they have read on the main content to be covered in lesson 10	2.	Share what you have read on the main content to be covered in the lesson and	

		and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)		clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	
	3.	Brainstorm with tutors the challenges they might encounter when delivering the topic in the lesson.	3.	Brainstorm on any challenges you anticipate in the delivery the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	1.	Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (Refer to the teaching and learning activities section of the course manual)	1.	Discuss using questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4- year B.Ed. and Basic School Curricula. (Refer to the teaching and learning activities section of the course manual)	35 mins
	2.	Let the tutors <i>think-pair-share</i> their views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular	2.	<i>Think-pair-share</i> your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular.	
	3.	Ask tutors to demonstrate how they will use a selected activity/strategy in real classroom situation.	3.	Demonstrate to the group how you will use a selected activity/strategy in real classroom situation.	

Activity 3: Resources	1	Let tutors through	1	Using discussion,	15 mins
Activity 5. Resources	1.	discussion; assess the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning for English and Ghanaian language at both the New 4-Year B. Ed. and Basic levels.	1 1.	assess the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels.	T2 111112
	2.	units/chapters from the required text and additional reading texts including ICT tools and indicate how they will be used in the lesson to promote learning among diverse learners in your class.	2.	units/chapters from the required textbook and the additional texts including ICT tools and indicate how you will use them in the lesson to promote learning among diverse learners in your class.	
Review and Evaluation (Assessment) of session	1.	Ask tutors to identify any outstanding issues related to the current lesson for clarification.	1.	Identify any outstanding issues that relate to the current lesson for clarification.	15 mins
	2.	Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.	2.	Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.	
	3.	Ask tutors to read lesson 11 for the next PD session to facilitate discussion.	3.	Read lesson 11 for the next PD session.	
Follow up (Enactment)	1.	Let Tutors identify a trusted colleague who took part in the PD session to sit in their class during lesson and	1.	Identify a trusted friend who took part in the PD session to sit in your class during lesson and report on	

report on observation during the next PD	observation during the next PD session for	
session for discussion.	discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL

Lesson Topics:

English: Use of stylistics and sampled stylistic analysis of texts 2; reading and analysis of drama text (Shakespeare 1); elements of prose.

Ghanaian Language: Methods of teaching structure of a Ghanaian language; methods of teaching morphological and syntactic structures of a Ghanaian language; methods of teaching a written language of a Ghanaian language.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Let tutors work in pairs to do a semantic map as recap of the previous PD Session on English: Use of stylistics and sampled stylistic analysis of text 1; Aristotelian and Shakespearean conceptions of strategy; characteristics and types of prose 2. Ghanaian Language: Interpreting the structure of a Ghanaian language component of a Ghanaian language curriculum; interpreting the morphological and syntactic structure of a Ghanaian language curriculum; interpreting the written literature components of a Ghanaian language curriculum. 	 In pairs, do a semantic map as recap of the previous PD Session and share with others. 	15 mins

Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)		Ask tutors through questions to examine key elements of the descriptions of lesson 11 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)	1.	Answer questions and asking questions for clarification, examine key elements of lesson 11 descriptions in the manual and address issues that may arise. (Refer to the lesson descriptions in lesson 11 of the manual)	40 mins
	4.	group. Discuss with the tutors the main Learning Outcomes and the Learning Indicators raised in the lesson (lesson 11). Let them brainstorm on ways of addressing issues that may arise. (Refer to the learning outcomes and indicators section of the lessons in the manual, e.g., how are the learning indicators appropriately matched with the learning outcomes?)	4.	Discuss the main learning outcomes and the learning indicators raised in lesson 11 and contribute to how issues that may can be addressed. (Refer to the learning outcomes and indicators section of the lessons in the manual)	
	3.	Using discussion approach, let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. Put tutors in pairs and let them brainstorm on the main purpose of the current PD Session (lesson 11) and ask them to share their findings with the larger group.	2.	Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. In pairs, discuss the main purpose of the current PD Session (lesson 11) and share with the larger group.	

	2. 3.	Ask tutors to examine the main content to be covered in lesson 11 and clarify issues that may arise. (Refer to the section on topics and subtopics in the current course manual) Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson.	2. 3.	Examine the main content to be covered in the lesson and clarify issues that may arise. (Refer to the section on topics and subtopics in the lesson in the course manual) Brainstorm on any challenges you anticipate in presenting the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	1.	Through discussion, let tutors examine the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4- year B.Ed. and the Basic School Curricula. (<i>Refer</i> to the teaching and learning activities section of the course manual)	1.	Examine the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4- year B.Ed. and the Basic School Curricula. (<i>Refer</i> to the teaching and learning activities section of the course manual)	35 mins
	2.	Let the tutors discuss in pairs the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular	2.	Discuss in pairs, the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular.	
	3.	Ask tutors to describe how they will use a selected activity in real classroom situation.	3.	Describe to the group how you will use a selected activity in real classroom situation.	

Activity 3: Resources	 Using question a answer techniqu tutors examine th teaching and lean resources availab teaching the less how they will use effectively to pro- learning of the Ghanaian langua instance at both New 4-Year B. Ec Basic levels amon diverse learners. 	e, letquestions to examinehe mainthe main teaching andrninglearning resourcesole inavailable in teaching theon andlesson and how you wille themuse them effectively topromotepromote learning atboth the New 4-Year B.ges forEd and Basic levelstheamong diverse learners.	15 mins
	 Discuss with tuto units/chapters fr required text and additional readin including ICT rela tools (e.g., smart video) and indica they will be used lesson to promot learning among a manner of learne 	om the dunits/chapters from the required textbook and the additional textsag textsthe additional textsatedincluding ICT related tools (e.g., smartphone, video) and indicate how you will use them in the lesson to promote all	
Review of session and Evaluation (Assessment):	 Ask tutors to iden any outstanding related to the cu lesson for clarific 	issues issues that relate to the current lesson for	15 mins
	 Discuss with tuto assessment instr and procedures u this lesson for as student teachers 	umentsinstruments andused inprocedures used in thissessinglesson for assessing	
	 Ask tutors to rea lesson 12 for the PD session. 		
Follow up (Enactment)	 Let Tutors identification critical friend which part in the PD sets sit in their class of lesson and report observation during 	o tookwho took part in the PDssion tosession to sit in yourluringclass during lesson andt onreport on observation	

next PD session for	during the next PD	
discussion.	session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

Lesson Topics:

English: Summary of lessons on stylistics; reading and analysis of a drama text (Shakespeare 2); interpretation and appreciation of prose.

Ghanaian Language: Preparation of a morphology and syntax learning plan; preparation of structure of a Ghanaian language lesson plan; preparation of a written literature learning plan.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Let tutors work in pairs to do a semantic map as recap of the previous PD Session on English: Use of stylistics and sampled stylistic analysis of texts 2; reading and analysis of drama text (Shakespeare 1); elements of prose. Ghanaian Language: Methods of teaching structure of a Ghanaian language; methods of teaching morphological and syntactic structures of a Ghanaian language; methods of teaching a written language of a Ghanaian language. and share with others. 	 In pairs, do a semantic map as recap of the previous PD Session on and share with others. 	15 mins
	 Let tutors in pairs reflect on the lesson observed by a colleague on the application of the previous PD session in 	 Reflect through discussion the lesson observed by a colleague on the application of the 	

	the classroom and share	previous PD session in	
	with colleagues.	the classroom.	
	3. Let tutors individually brainstorm for a moment and let them discuss the main purpose of the current PD Session and that of current lesson 12 and ask them to share with the larger group.	 Individually, brainstorm and later discuss the main purpose of the current PD Session and that of current lessons (Lesson 12) and share with the larger group. 	
	4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 12. Address issues that may arise. (Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes?)	the learning indicators raised in lesson 12 and ask questions for clarification. (Refer to the learning outcomes and indicators section	
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1. Ask tutors through questions to examine key elements of the descriptions of lesson 12 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)	 asking questions for clarification, examine key elements of lesson 12 descriptions in the manual and address 	0 mins
	2. Ask tutors to brainstorm on the main content to be covered in lesson 12 and clarify issues that may arise from the discussion. (<i>Refer to the</i> <i>section on topics and</i> <i>subtopics in the current</i> <i>course manual</i>)	2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (<i>Refer to</i> <i>the section on topics</i> <i>and subtopics in the</i> <i>current course</i> <i>manual</i>)	

Activity 2: Teaching and learning activities for the lesson		Brainstorm with tutors the challenges they might encounter when presenting the topic of the lesson. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (<i>Refer to the teaching and learning activities section of the course manual</i>)	3.	Brainstorm on any challenges you anticipate in presenting the topic of the lesson. Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4- year B.Ed. and Basic School Curricula. (Refer to the teaching and learning activities section of the course manual pp)	35 mins
	2.	Let the tutors critique the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular	2.		
	3.	Ask tutors to demonstrate how they will use a selected activity in real classroom situation.	3.	Demonstrate to the group how you will use a selected activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B. Ed and	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels	15 mins

	 Basic levels to benefit all manner of leaners. Discuss with tutors the units/chapters from the required text and additional reading texts including ICT tools (e.g., smartphone, video) and indicate how they will be used in the lesson to promote learning among Basic levels to benefit all manner of learners. Discuss the units/chapters from the required text and the required textbook and the additional texts including ICT tools (e.g., smartphone, video) and indicate how they will be used in the lesson to promote learning among 	
	diverse learners. learning among diverse learners	
Review of session and Evaluation (Assessment)	1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.1. Identify any outstanding issues that relate to the current lesson for clarification.	15 mins
	 Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 	
	 Using discussion, lead tutors to reflect on the semester's PD sessions and make comments to improve the process. Through discussion, reflect on the semester's PD sessions and make comments to improve the process. 	
Follow up (Enactment)	 4. Let tutor identify a critical friend friend who took part in the PD session to sit in their class during lesson and provide feedback on the lesson. 4. Identify a critical friend who took part in the who took part in the PD session to sit in your class during lesson and provide feedback on the lesson. 	

READING AND WRITING

Name of Course: Language and Literacy

This PD Session document consists of the following courses: Teaching Reading and writing.

Age Phase:Early Grade, Upper Primary and Junior High SchoolName of Subject:Teaching Reading and Writing

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

Lesson Title:

The course manual, concept, types of reading and writing.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Ask tutors to write at least two things they learnt from the previous semester's PD session on speaking and listening. 	 Write at least two things you learnt from the previous semester's PD session on speaking and listening. 	15 mins
	2. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of the current lesson 1 of the course manual and ask them to share their views.	 In pairs, discuss the main purpose of the current PD Session and that of the current lesson 1 of the course manual and share among yourselves. 	
	3. Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. (Refer to the learning outcomes and	 Discuss the main Learning Outcomes (LO) and the Learning Indicators (LI) raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes 	

	· ! · ·		and the dt at the state]
	indicators sed lesson e.g. ho indicators rel learning outo Suggested ar The indicator achievement Learning Out	ow are the lated to the comes? nswer : e.g. is lead to the of the	and indicators section of the lesson	
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	 Using probing ask tutors to elements of t description in and address in may arise. (R lesson descript manual – e.g the main issu covered in th Suggested an reading and to course manu- of reading and and types of the 	identify key the lesson of the manual issues that efer to the ption in the two be e lessons? of the writing al, concept of writing,	Answer questions and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. (<i>Refer to</i> <i>the lesson description</i> <i>in the course manual</i>).	40 mins
	2. Let tutors bra the concepts to come up w ideas and cla that may aris discussion. (F section on to subtopics in y manual) E.g., learners with problems be learning situe Suggested ar Tutors can gi attention thre differentiated	in the lesson with creative rify issues e from the Refer to the pic and your course How can learning helped in the pation? Inswer : E.g., we individual ough	Brainstorm (and come out with creative ideas) on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the course manuals).	
	 Discuss with the lesson co language lear what ways ca the lesson to 	ntributes to rning (e.g. In an you use	Discuss how the lesson contributes to language learning.	

		learners develop skills in			
		learning the language? Suggested answer: It will help them to develop the skills in language learning and their communicative skills.			
Activity 2: Teaching and learning activities/strategies for the lesson	1.	Lead discussions through questions and answers on the various suggested teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed., Basic School Curricula and GESI, e.g. think-pair- share, brainstorming, group work. (refer tutors to the teaching and learning activities sections of the course manuals)	1.	Contribute to discussions by answering and asking questions on the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of the New 4- year B.Ed., Basic School Curricula and GESI. (refer to the teaching and learning activities section of your course manuals)	35 mins
	2.	Let tutors discuss and examine the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues) in the lessons in both the College of Education (B.ED) and Basic School Curricula.	2.	Discuss and examine the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.	
	3.	Ask one tutor to model a selected activity, e.g. pair-think-share in a real classroom teaching situation.	3.	Demonstrate with a selected activity and use it in real classroom teaching situation.	

Activity 3: Resources	 Discuss with tutors using group work: Discuss in groups: The main teaching and learning resources including ICT tools The main teaching and learning resources and how you will use them to enhance Barning of the topic at both the New 4-Year B.Ed. and how they will be used in the lessons to promote learning at both the New 4- Year B.Ed. and Basic levels. (refer tutors to the resources section of the course manual) Discuss in groups: The main teaching and learning resources and how you will use them to enhance Barning of the topic at both the New 4-Year B.Ed. and how it will be used in the lessons to the resources section of the course manual) The required texts and how they will be used in the lessons to promote learning of the topic among all manner of learners. The additional reading materials needed and how they will be used in 	15 mins
Review of session and Evaluation (Assessment):	 needed and how they will be used in the lesson to promote learning among all manner of learners e.g. visually impaired. In summary, ask tutors to recap the main issues of the lesson in the PD Summarize the main issues in the lesson and discuss any 	15 mins
	 session and discuss any outstanding issues that relate to it for clarification. Discuss with tutors the assessment instruments in the reading and writing manual and procedures outstanding issues that that relate to the current lesson for clarification. Discuss with tutors the assessment instruments in the reading and writing manual and procedures 	

	used in the lesson for assessing student teachers as prescribed in the NTEAP.
	 3. Encourage tutors to read the topic to be treated in the next PD session 3. Read about the topic to be treated in the next PD session as advance preparation.
Follow up (Enactment)	4. Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during next PD session.4. Sit in, observe a lesson as a critical friend on the PD session and report your observation during next PD session.

Name of Course: Language and Literacy: Teaching Reading and Writing

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

LESSON TITLE:

Benefits and misconceptions of reading and writing

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Let tutors write down the main ideas raised in the previous PD Session on course manual, (E.g. What were the main concepts you learnt in the previous PD sessions? How do they contribute to language learning?). 	 Write down the main concepts raised in the previous PD Session in the manual. 	15 mins
	2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.	2. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback.	
	3. Discuss with the group the main learning outcome and the learning indicators raised in the lesson. Address issues that may arise. (Refer to the learning outcome and indicators sections of the lessons e.g. how are the indicators related to the learning outcome?	3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (Refer to the learning outcome and indicators section of the various lessons)	

		Suggested answer:			
		e.g. The indicators will			
		help with			
		achievement of the			
		learning outcomes			
Activity 1:	1.	Use question and answer	1.	Answer and ask	40 mins
Concept		technique to identify key		questions for	
Development (New		elements of the lesson		clarification to identify	
learning likely to		(Benefits and		key elements of the	
arise in this lesson -		misconceptions of		lesson ()Benefits and	
content): (The New		reading and writing)		misconceptions of	
Content)		description in the manual		reading and writing	
		and address issues that		description in the	
		may arise. (Refer to the		course manual and	
		lesson description in the		address issues that	
		manual – e.g., what are		may arise. <i>(Refer to</i>	
		the main issues to be		the lesson description	
		covered in the lesson?)		in the course manual)	
	2.	Using think-pair-share	2.	Through think-pair-	
		strategy, ask tutors to		share, state the main	
		come out with the main		content to be covered	
		content to be covered in		in the lesson and	
		the lesson and clarify		clarify issues that may	
		issues that may arise		arise from the	
		from the discussion.		discussion. (Refer to	
		(Refer to the sections on		the section on topics	
		topics and subtopics in		and subtopics in the	
		the respective course		respective course	
		manuals)		manuals).	
	-	Suggested answer:			
		benefits of reading and			
		writing in languages			
		learning and			
		misconceptions about			
		reading and writing in			
		language learning.			
	3.	Put tutors in groups to	3.	In groups, discuss	
		discuss the challenges		challenges you	
		they might encounter		anticipate in	
		when presenting the		presenting the topics	
		lessons. What challenges		of various lessons.	
		do you envisage in			
		teaching these topics			
		(reading and writing?)			

	- Suggested Answer: Students have misconceptions that reading and writing do not contribute to language learning.		
Activity 2: Teaching and learning strategies/activities for the lesson	1. Have tutors do discussion on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4- year B.Ed. and Basic School Curricula. (refer tutors to the teaching and learning activities section of their course manual)	1. Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B.Ed and Basic School Curricula. E.g., group work, think-pair- share, independent study, brainstorming (refer to the teaching and learning activities section of your course manual)	35 mins
	2. Let tutors discuss the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, creativity, leadership skills and GESI in the lesson in both the College of Education and Basic School Curricula.	2. Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills and GESI in the lessons in both the College of Education and Basic School Curricula.	
	 Lead them to demonstrate a selected strategy/activity in a real classroom teaching situation 	 Demonstrate the selected strategy/activity in a real classroom teaching situation. 	
Activity 3: Resources	 Lead tutors to discuss and examine (in pairs or small groups) the main teaching and learning 	 Discuss and examine the main teaching and learning resources and how you will use them 	15 mins

			,
	resources and how they will be used in the lesson to promote learning among all manner of learners. i. the required text and how they will be used in the lesson to promote learning. (refer to your course manual) ii. the additional reading materials needed and how they will be used in the lesson. (refer to your course manual) iii. The main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials (e.g. audio-visual) and how they will be used in the lesson to promote learning at both the New 4-Year B.Ed. and Basic levels. (refer to your	to enhance learning of the topic. i. the required texts and how they will be used in the lesson to promote learning. ii. the additional reading materials needed and how you will use them to promote learning. iii. the 3 main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials (audio- visuals) and how they will be used in the lesson to promote learning at both the New 4- Year B.Ed. and Basic levels. (refer to course manual)	
	course manual)		
Review and Evaluation (Assessment) of session:	 Discuss with tutors any outstanding issues that relate to the current lesson for clarification. 	 Discuss any outstanding issues that relate to the current lesson for clarification. 	15 mins
	2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers in relation to the NTEAP (refer to assessment section of course manual).	 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 	

	 Ask tutors to read in advance the topic to be treated in the next PD Session 	3.	Read in advance the topic to be treated in the next PD Session	
Follow up (Enactment)	 Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion. 	4.	Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	

Name of Course: Language and Literacy: Teaching Reading and Writing

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 3 IN THE COURSE MANUAL

Lesson Topics:

Theories and models of reading

Focus: the bullets	Guidance notes on Leading	Guidance Notes on Tutor	Time in
provide the frame for	the session. What the	Activity during the PD	session
what is to be done.	SL/HoDs will have to say	Session. What PD Session	
The guidance notes in	during each stage of the	participants (Tutors) will	
italics identify the	session	do during each state of the	
prompt the SL/HoD		session)	
needs and each one		· · · · · · · · · · · · · · · · · · ·	
must be addressed			
Introduction /	1. Let tutors work in pairs to	1. In pairs, do a semantic	15 mins
lesson overview	do a semantic map as recap of the previous PD Session and share with others on E.g. Benefits and misconceptions about reading and writing	map as recap of the previous PD Session lesson and share with others.	
	 Let tutors reflect using discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom. 	2. Reflect through discussion, on the lesson observed by a colleague, on the application of the previous PD session in the classroom.	
	3. Discuss with the tutors (group) the Learning Outcomes and the Learning Indicators raised in lesson 3. Address issues that may arise. (Refer to the learning outcomes and indicator section of the lesson e.g. how are the learning indicators appropriately matched with the learning outcomes for lesson?	3. Discuss the main learning outcomes and the learning indicators raised in lesson 3 and Ask questions for clarification.	

Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	1.	Ask tutors through questions to examine key elements of lesson 3 (Theories and models of reading) description in the manual and address issues that may arise. (Refer to the lesson description of the lesson in the manual – e.g., What are the main issues raised in the various lesson?)	1.	Answer questions and ask questions for clarification and examine key elements of lesson 3 description in the manual and address issues that may arise. (<i>Refer to</i> <i>the lesson description</i> <i>in lesson 3 of the</i> <i>course manual</i>)	40 mins
	2.	Ask tutors to brainstorm on the main content to be covered in lesson 3 and clarify issues that may arise from the discussion. (Refer to the section on topic in and subtopics in the current course manuals)	2.	Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topic and subtopics in the current course manual)	
	3.	Discuss with tutors the challenges they might encounter when presenting the topics in the lessons. E.g. visual impaired students	3.	Discuss any challenges you anticipate in presenting the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	1.	Lead discussion through questions and answers on the various teaching and learning strategies/activities to be used in the delivery of the lesson and how they will promote the content delivery of the New 4- year B.Ed. and Basic School Curricula. (refer to the teaching and learning strategies/activities section of the course manual)	1.	Discuss through the use of questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual)	35 mins

		pairs the appropriateness and effectiveness of the various strategies/activities and how they will be used to enhance the core and transferable skills (e.g. critical thinking, creativity, communication) and GESI (e.g. gender, diversity) in the lesson in both the College of Education and		Discuss in pairs, the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Basic School Curricula Ask tutors to demonstrate how they will use a selected activity in real classroom situation.	3.	Demonstrate to the group how you will use a selected activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning among all manner of learners at both the New 4-Year B.Ed and Basic levels.(refer to manuals)	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels.	15 mins
	2.	Discuss with tutors the units/chapters from the required text and additional reading texts including ICT tools, e.g. and indicate how they will be used in the lesson to promote learning among all manner of learners.	2.	Discuss the units/chapters from the required textbook and the additional texts including ICT tools. e.g. smartphone and indicate how you will use them in the lesson to promote learning.	
Review and Evaluation (Assessment) of session	1.	Ask tutors to identify any outstanding issues related to the current lesson for clarification.	1.		15 mins

				current lesson for clarification.	
	as ar th str <i>to</i>	scuss with tutors the sessment instruments ad procedures used in e lesson for assessing udent teachers. (refer section on assessment the course manual)	2.	Discuss the assessment instruments and procedures used in this lesson for assessing student teachers	
		sk tutors to read lesson for the next PD session.	3.	Read lesson 4 for the next PD session.	
Follow up (Enactment)	cr pa sit le: ot	et Tutors identify a itical friend who took art in the PD session to t in their class during sson and report on oservation during the ext PD session for scussion.	4.	Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSONS 4 IN THE COURSE MANUAL

Lesson Topics:

Components of reading and writing

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	e session. What the Ac /HoDs will have to say Se pring each stage of the pa ssion do	uidance Notes on Tutor ctivity during the PD ession. What PD Session articipants (Tutors) will o during each state of the ession)	Time in session
Introduction / lesson overview	Use leading and probing 1. questions to recap the main issues raised in the previous PD Session on lesson three.	Discuss the main issues raised in the previous PD session on lesson three.	15 mins
	Let tutors reflect on the 2. lesson observed by a colleague on the application of the previous PD session in the classroom.	Reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.	
	Discuss with the tutors 3. in group/pairs the main Learning Outcome and the Learning Indicators raised in lesson 4. Address issues that may arise. (Refer to the learning outcome and indicators section of lesson 4 e.g. how are the learning indicators appropriately matched with the learning outcomes are?)	Discuss the main learning outcome and the learning indicators raised in lesson 4 and ask questions for clarification. (Refer to the learning outcome and indicators section of the lesson in the manual.)	

Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	1.	Through questions ask tutors to identify key elements of the lesson description in the manual and address issues that may arise. (Refer to the lesson description in the manuals – e.g., what are the main issues to be covered in the lesson for the PD Session?)	1.	Answer questions and ask questions for clarification to identify key elements of the lesson descriptions in the course manual and address issues that may arise. (Refer to the lesson descriptions in the manual of the lesson for the PD Session)	40 mins
	2.	Ask tutors to brainstorm on the main content to be covered in lesson 4 of the PD session and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual for the PD session) Suggested answer: Components of reading - phonological awareness, phonemic awareness, fluency, vocabulary and comprehension	2.	Brainstorm on the main content to be covered in lesson 4 and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual.	
	3.	Discuss with tutors the challenges they might face when presenting the topic and suggest ways to address them.	3.	Discuss challenges that you will face in presenting the topic and suggest ways of addressing such challenges.	
Activity 2: Teaching and learning activities for the lesson	1.	Brainstorm with tutors on the various teaching and learning strategies/activities used in the lesson delivery and how they will promote the content delivery of GESI, the New 4-year B.Ed. and Basic School	1.		35 mins

	 Curricula. (refer to the teaching and learning activities section of the lesson in the manual in the PD session) 2. Let tutors discuss among themselves the efficiency of the suggested activities and strategies used in the lesson and how they will be used to enhance the core and transferable skills (e.g. group work – leadership skills, communication) and GESI in the lesson in both the College of 	 and learning activities section of the lesson discussed in the manual in the PD session 2. Discuss among yourselves the effectiveness of the suggested activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula 	
	Education and Basic School Curricula. 3. Guide them to demonstrate the selected activities in real classroom situation.	 Demonstrate the selected activities in real classroom situation. 	
Activity 3: Resources	 Discuss with tutors the main reading and writing, teaching and learning resources including ICTs (e.g. smartphone, videos, computers) for the lesson. Ask them to explain how they will be used to promote learning as discussed in the manual to benefit all manner of learners. 	 Discuss the main reading and writing, teaching and learning resources including ICTs (e.g. smartphone, videos, computers) for the lesson. Explain how you will use them to promote learning as discussed in the manual to benefit all manner of learners. 	15 mins
	 Discuss with tutors the required texts and how they will be used in the lesson to promote learning among learners of 	 Discuss the required texts and how they will be used in the lesson to promote learning. 	

	diverse background and needs.3.Discuss with tutors the additional reading materials needed and how they will be used in the lesson to benefit all manner of learners.3.Discuss the additional reading materials needed and how they will be used to promote learning.	
Review and Evaluation (Assessment) of session	 Discuss with tutors any outstanding issues that relate to the current lesson for clarification. Discuss any outstanding issues that relate to the current lesson for clarification. 	15 mins
	 2. Discuss with tutors the assessment strategies and procedures used in this lesson for assessing student teachers. (<i>Refer to assessment section of the lesson</i>) 2. Discuss the assessment strategies used in this lesson for assessing student teachers. 	
	 Ask tutors to read the topics for the next PD session. Tutors read the topics for the next PD session. 	
Follow up (Enactment)	 4. Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion. 4. Identify a critical friend who took part in the PD session to sit in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion. 4. Identify a critical friend who took part in the PD session to sit in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion. 	

Year. 2 Semester 2

TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

Lesson 5 Topic:

Stages of reading and writing development

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Using question and answer technique, recap the main issues raised in the previous lessons Literacy: Components of reading and writing 	 Respond to the questions to help you recap the main issues raised in the previous lesson 	15 mins
	2. Let tutors reflect on the lessons observed by a colleague on the application of the previous PD session in the classroom.	2. Reflect through discussion the lessons observed by a colleague on the application of the previous PD session in the classroom.	
	3. Lead discussion with the group on the main learning outcomes and the learning indicators raised in the lesson. Address issues that may arise. (Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes?	3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (Refer to the learning outcome and indicators section of the lesson).	

	-suggested answers: e.g.,		
	The indicators will help		
	with achievement of the		
	learning outcomes.		
Activity 1: Concept	1. Using question and answer technique, lead	1. Answer and ask questions for	40 mins
Development (New learning likely to arise in this lesson - content) : (The New Content)	tutors to identify the key elements of the lesson as outlined in the manual and address issues that may arise. (Refer to the lesson description in the manual	clarification and identify key elements of the lesson as outlined in the manual and address issues that may arise. (<i>Refer to the lesson</i> <i>description in your</i> <i>course manual</i>	
	2. Lead discussion on the main content to be covered in the lesson (Stages of reading and writing development) and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in your course manual)	2. Discuss the main content to be covered and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual	
	 Let tutors discuss with you the challenges they might encounter when presenting the topic. 	 Discuss any challenges you anticipate in presenting the topic. 	
Activity 2: Teaching and learning activities for the lesson	1. Using question and answer technique, lead them to discuss the various teaching and learning strategies and activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the lesson in the course manual).	1. Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the lesson in the course manual)	35 mins

	2.	Lead discussion on the appropriateness and effectiveness of the suggested activities and strategies in achieving the lesson objectives and how they will be used to enhance the core and transferable skills (e.g., pair work – communication, personal development) and GESI in the lessons.	2.	Discuss the appropriateness and effectiveness of the activities and strategies in the achievement of the objectives of the lesson and how they will be used to enhance the core and transferable skills and GESI in the lessons.	
	3.	Lead tutors through brainstorming to use the concepts they have learnt/ acquired from the lesson in context or in real life situation.	3.	Use the concepts you have acquired from the lesson in context or in real life situation.	
Activity 3: Resources	1.	Lead discussion on the main teaching and learning resources including ICTs (e.g. videos, smart phones, overhead projector, and computer) and how they will be used in the lesson to promote learning.	1.	Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic.	15 mins
	2.	Let tutors discuss the required texts and how they will use them in the lessons to promote learning and other essential skills among all learners of diverse learning needs.	2.	Discuss the required texts and how you will use them in the lessons to promote learning and other essential skills among all learners of diverse learning needs.	
	3.	Lead discussion with tutors on the recommended additional reading materials they need and how they will use	3.	Discuss the recommended additional reading materials needed and demonstrate how you will use them to	

	them in the lesson to	promote learning
	promote learning.	among learners.
Review and Evaluation (Assessment) of session	 Let tutors use post-it note to recap the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. 	1. Discuss any outstanding issues that arise from the post-it note that relate to the current lesson for clarification.15 mins
	2. Let tutors discuss the appropriateness of the assessment instruments and procedures used in the various lessons for assessing student teachers.	2. Discuss the appropriateness of the assessment instruments and procedures used in these lessons for assessing student teachers.
	 Have tutors read the topics to be treated in the next PD session 	3. Read the topics to be treated in the next PD session.
Follow up (Enactment)	 Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson delivery and report on observation during the next PD session for discussion. 	 Identify a critical friend who took part in the PD session to sit in your class during lesson delivery and report on observation during the next PD session for discussion.

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

Lesson Topic:

Approaches to teaching reading and writing.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Using the snowballing game, have individual tutors ask or answer a question each on what they had learned in the previous PD Session on the topic - Stages of reading and writing development 	 Be in a circle. One person should be in the middle of the circle with a ball. The one in the middle will ask any question on the previous PD Session on the topic and throw the ball to any of you in the circle. That individual answers the question and exits. If she/he fails to get it right, she/he comes to the middle and throws the ball to another for the cycle to continue until everybody gets to ask or answer a question. 	15 mins
	2. Let tutors through discussion reflect on the report from the critical friend on a lesson observed in the classroom on the application of ideas raised during the previous PD session.	 Reflect on the report of the critical friend on lesson taught on the last PD session. 	

	3. In groups/pairs, have tutors to discuss the main learning outcomes and the learning indicators raised in the lessons. Address issues that may arise. (Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes?	3. Discuss in groups the main leaning outcomes and learning indicators raised in the lesson. Ask questions for clarification. (<i>Refer to</i> <i>the learning outcomes</i> <i>and indicators section of</i> <i>the lesson.</i>
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	1. Use question and answer technique to identify key elements of the lesson description in the manual and address issues that may arise. (Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson?)	 Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and discuss issues that may arise. (Refer to the lesson description in the course manual)
	2. Using "find someone who can" have tutors to come out with the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	2. Stand up and move to a friend. Ask him/her the main content to be covered in the lesson for the PD Session.
	3. Put tutors in groups to discuss the challenges they might encounter when presenting the topic.	 In groups, discuss any challenges you anticipate in presenting the topic.
	 Let at least a group make a presentation on the challenges to teaching the content for whole group discussion. 	 Make a presentation (oral) on the challenges of teaching the content for whole group discussion.

Activity 2: Teaching and learning activities for the lesson	1.	Have tutors put themselves in groups/pairs to discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual).	1.	In groups/pairs, discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual).	35 mins
	2.	Let tutors examine the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills (global citizenship, cultural identity, leadership and collaboration, communication and personal development, creativity and problem solving) and GESI in the lesson and put their answers on flip chart for presentation.	2.	Examine the appropriateness and effectiveness of these activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson. Provide your answers on a flip chart and share with the bigger group.	
	3.	Let a tutor select an activity and demonstrate how they will use the selected activity in real classroom teaching situation.	3.	Demonstrate how a selected activity can be used in real classroom teaching situation.	
Activity 3: Resources	1.	Have tutors form groups to identify and list the main teaching and learning resources including ICTs and how they can be adapted to suit the learner needs.	1.	In your groups, identify and list the main teaching and learning resources including ICTs and show how you will use them to enhance learning of the topic. Present your work on a	15 mins

	2.	Let them put that on flip chart for gallery walk. Discuss with tutors the required text and how they will be used in the lesson to promote learning.	2.	flip chart for gallery walk. Discuss the required text and how they will be used in the lesson to promote learning.	
	3.	Discuss with tutors the additional reading materials needed and how they will be used in the lesson.	3.	Discuss the additional reading materials needed and how you will use them to promote learning.	
Review and Evaluation (Assessment) of session	1.	By way of recap, ask tutors to write, on the post-it note, two things they have learnt and one thing they may need further assistance on to grasp the concept.	1.	Write, on the post-it note, two things you have learnt and one thing you may need further assistance in order to grasp the concepts.	15 mins
	2.	With Two stars and a wish strategy, have tutors mention two assessment instruments and procedures they have used in the session and one that they wish had been used.	2.	Write on a post-it note, two assessment instruments and procedures that you have used in the session and one that you wish you had used.	
Follow up (Enactment)	3.	Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson delivery and report on observation during the next PD session for discussion.	3.	Identify a critical friend who took part in the PD session to sit in your class during lesson delivery and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSONS 7 IN THE COURSE MANUAL

Lesson Topics:

Reading and writing developing practices.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Using semantic mapping strategy, lead tutors to recap the main issues raised in the previous PD Session. 	 Do a semantic map of what they learnt from the previous PD session. 	15 mins
	 Let tutors share their experiences from the implementation of the previous PD session in the classroom. 	2. Reflect and share your experiences from the implementation of the previous PD session in your class.	
	3. Discuss with the group the main learning outcomes and the learning indicators outlined in the lesson. Let tutors address issues that may arise. (Refer to the learning outcome and indicators section of the lesson, e.g. how are the learning indicators appropriately matched with the learning outcomes?	3. Discuss the main learning outcomes and the learning indicators outlined in the lessons for the PD session. Ask questions for clarification to address the issues that may arise. (find out how the learning indicators appropriately match with the learning outcome).	

Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	1.	Let tutors use <i>tell a</i> <i>neighbour strategy</i> to mention the key elements of the description of lesson 7 as stated in the manual. Address the main issues that may arise.	1.	Tell your neighbour what you think are the key elements of the description of lesson 7 in the manual.	40 mins
	2.	Let tutors brainstorm on the main content of Lesson 7 and clarify issues that may arise from the discussion.	2.	Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion.	
	3.	Put tutors in pairs to list the challenges they might encounter when presenting the topic on flip chart and paste it for a gallery walk and share ideas on how to address them.	3.	In pairs, list the challenges you anticipate in presenting the topic on flip chart and paste it for a gallery walk. Share ideas on how you will address them.	
Activity 2: Teaching and learning activities for the lesson	1.	Lead discussion, through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer tutors to the teaching and learning activities section of the course manual.	1.	Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual.	35 mins
	2.	Let the tutors discuss the appropriateness of the activities and strategies and how they will be used to enhance the twenty-first century skills and GESI in the lesson in both the College of	2.	Discuss in pairs, the appropriateness of the activities and strategies and how they will be used to enhance the twenty- first century skills and GESI in the lesson in both the College of	

	Education and BasicEducationSchool Curricula.School Curricula.	
	how they will use a how you w	ctivity in real
Activity 3: Resources	learning resourcesresourcesavailable in teaching theteaching thelesson and how they willand how yuse them effectively tothem effectpromote learning amongpromote learning amongall manner of learners atamong allboth the New 4-Year B.Edlearners at	nd learning available in he lesson ou will use ctively to earning manner of t both the ar B.Ed and
	additional readingand the acmaterials including ICTtexts inclutools, e.g. smartphone,including Ivideo and indicate howsmartphone	oters from ed textbook Iditional ding ICT CT tools, e.g. ne, video te how you em in the
Review and Evaluation (Assessment) of session	1. By way of recap, ask 1. Write, on a	things you It and one may need sistance in
	mention two assessmentinstrumeninstruments andprocedureprocedures they havehave used	assessment ts and s that you

	one that they wish had been used.		you wish you had used.	
Follow up	3. Have tutors go and	3.	Implement the ideas in	
(Enactment)	implement the ideas in		this current PD session	
	this current session and		and share your	
	share their experiences in		experiences in the	
	the next PD session.		next session.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

Lesson Topics:

Reading and writing problem of learners.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Let tutors work in pairs to do a semantic map as recap of the previous PD Session on lesson 7 and share with others. Let tutors share their experiences gathered from the implementation of the 	 In pairs, do a semantic map as recap of the previous PD Session on lesson 7 and share with others. Reflect and share your experiences from the implementation of the previous ideas in your 	15 mins
	 implementation of the previous ideas in the classroom. 3. Discuss with the tutors (in groups) the main Learning Outcomes and the Learning Indicators raised in lesson 8 (Reading and writing problem of learners). Address issues that may arise. (Refer tutors to the learning outcome and indicators continue of and indicators continue of and indicators continue of and an antise. 	 previous ideas in your class. 3. Discuss the main learning outcomes and the learning indicators raised in lesson 8 and ask questions for clarification. (Refer to the learning outcome and indicators section of the lesson) 	
	and indicators section of the lesson. Ask them to identify whether the learning indicators and learning outcome are appropriately matched)		

Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1.	Ask tutors to examine the key elements of the lesson description of lesson 8 (Reading and writing problem of learners) in the manual and address issues that may arise. (<i>Refer to the</i> <i>lesson descriptions in</i> <i>the manual – e.g., What</i> <i>are main issues raised in</i> <i>the lesson?</i>)	1.	Answer and ask questions on the key elements of lesson description of lesson 8 in the manual and address issues that may arise. (Refer to the lesson description in lesson 8 of the manual)	40 mins
	2.	Ask tutors to brainstorm on the main content to be covered in lesson 8 (Reading and writing problem of learners.) and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	2.	Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual.)	
	3.	Brainstorm with tutors on the challenges they might encounter when presenting	3.	Brainstorm on any challenges you anticipate in presenting the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	1.	Using carousel strategy, have tutors move from table to table listing the various teaching and learning activities that will be used in the delivery of lesson 8. Have tutors show how the activities will enhance the content delivery of the New 4- year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual.)	1.	Move round the tables and list the teaching and learning activities needed for each of the lessons.	35 mins

	2.	Let the tutors discuss in pairs the appropriateness and effectiveness of the activities and strategies suggested for the execution of the lesson. Ask tutors to show how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula.	2.	Discuss in pairs, the appropriateness of the activities and strategies and show how they will be used to enhance the twenty-first century skills and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Ask tutors to describe how they will use a selected activity in real classroom situation. (Refer tutors to the teaching and learning activity section of the manuals.)	3.	Demonstrate to the group how you will use a selected strategy/activity in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use such resources appropriately to promote learning at both the New 4-Year B.Ed. and Basic levels.	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed. and Basic levels.	15 mins
	2.	Discuss with tutors the units/chapters from the required texts, additional reading texts and ICT tools, e.g. smartphone, videos and indicate how they will be adapted to suit the learners' needs.	2.	Discuss the units/chapters from the required textbook, the additional texts and ICT tools and indicate how you will use them in the lesson to promote learning among all manner of learners.	

Review and Evaluation	1	Ask tutors to identify	1	Identify any	15 mins
(Assessment) of session:	1.	any outstanding issues related to the current lesson for clarification.	1.	outstanding issues that relate to the current lesson for clarification.	15 11113
	2.	Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers in line with the NTEAP.	2.	Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.	
	3.	Ask tutors to read lesson 9 for the next PD session.	3.	Read lesson 9 for the next PD session.	
Follow up (Enactment)	4.	Let Tutors identify a critical friend who took part in the Lesson 8 PD session to sit in their class during lesson and report on observation during the next PD session for discussion.	4.	Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL

Lesson Topics:

Technology and developing reading and writing, teaching and learning.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance notes on Leading</i> <i>the session.</i> What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Let tutors work in pairs to recap the previous PD Session and share the main ideas or concepts with others 	 In pairs, recap the previous PD Session and share with others. 	15 mins
	2. Let tutors through discussion reflect on the report from the critical friend on a lesson observed in the classroom on the application of ideas raised during the previous PD session.	2. Reflect through discussion the lesson observed by a critical friend on the application of the ideas in the previous PD session.	
	3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 9 (Technology and developing reading and writing teaching and learning materials) and ask them to share with the group.	 In pairs, discuss the main purpose of the current PD Session and that of lesson 9 and share with the larger group. 	

	4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 9. Address issues that may arise. (Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes?)	4. Discuss the main learning outcomes and the learning indicators raised in lesson 9 and Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lessons e.g. Are the LIs properly aligned to the LOS?)
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1. Ask tutors through questions to examine key elements of the descriptions of lesson 9 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are the main issues raised in the lesson?)	 Answer questions and asking questions for clarification, examine key elements of lesson 9 descriptions in the manual and address issues that may arise. (Refer to the lesson description in lesson 9 of the manual)
	2. Ask tutors to brainstorm on the main content to be covered in lesson 9 and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)	2. Brainstorm on the main content to be covered in the lesson 9 and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current course manual)
	 Discuss with tutors the challenges they might encounter when presenting the topic in the lesson. 	 Discuss any challenges you anticipate in presenting the topic in the lesson.
Activity 2: Teaching and learning activities for the lesson	 Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they 	 Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery 35 mins 35 mins

	1				
		will promote the content delivery of the New 4- year B.Ed. and Basic School Curricula. (<i>Refer</i> to the teaching and learning activities section of the course manual)		and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula. (<i>Refer to the</i> <i>teaching and learning</i> <i>activities section of the</i> <i>course manual</i>)	
	2.	Let the tutors <i>think-pair-share</i> their views on the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. communication, creativity, critical thinking, problem-solving) and GESI in the lesson in both the College of Education and Basic School Curricula.	2.	Think-Pair-Share your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Ask tutors to describe how they will use a selected strategy in real classroom situation.	3.	Describe to the group how you will use a selected strategy in real classroom situation.	
Activity 3: Resources	1.	Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed. and Basic levels for all category of learners.	1.	Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the new 4-Year B.Ed. and Basic levels for all category of learners.	15 mins
	2.	Discuss with tutors the units/chapters from the required text and additional reading texts including ICT tools, e.g. videos and indicate how they will be used in the	2.	Discuss the units/chapters from the required textbook and the additional texts including ICT tools and indicate how you will use	

		lesson to promote learning.		them in the lesson to promote learning.	
Review and Evaluation (Assessment) of session	1.	Ask tutors to identify any outstanding issues related to the current lesson for clarification.	1.	Identify any outstanding issues that relate to the current lesson for clarification.	15 mins
	2.	Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.	2.	Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.	
	3.	Ask tutors to read lesson 10 for the next PD session.	3.	Read lesson 10 for the next PD session.	
Follow up (Enactment)	4.	Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion.	4.	Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL

Lesson Topic:

Assessing reading and writing.

Focus: the bullets	Guidance notes on Leading	Guidance Notes on Tutor	Time in
provide the frame	the session. What the	Activity during the PD	session
for what is to be	SL/HoDs will have to say	Session. What PD Session	
done. The guidance	during each stage of the	participants (Tutors) will do	
notes in italics	session	during each state of the	
identify the prompt		session)	
the SL/HoD needs			
and each one must			
be addressed			
Introduction /	1. Put tutors in groups and	1. In groups, recap the	15 mins
lesson overview	let them recap the previous PD Session on Technology and developing reading and writing, teaching and learning; and share with their colleagues.	previous PD Session on Technology and developing reading and writing, teaching and learning; and share with colleagues	
	2. Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.	 Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 	
	3. Put tutors in pairs and let them discuss the main purpose of the current PD Session (lesson 10) and ask them to share with the lager group.	 In pairs, discuss the main purpose of the current PD Session (lesson 10) and share with the larger group. 	
	 Discuss with the tutors (in groups) the main Learning Outcome and the Learning Indicators 	 Discuss the main learning outcomes and the learning indicators raised in lesson 10 and 	

	raised in lesson 10 (Technology and developing reading and writing, teaching and learning). Address issues that may arise. (Refer to the learning outcome and indicators section of the lesson e.g. how the learning indicators appropriately matched with the learning outcome are?)	ask questions for clarification. (Refer to the learning outcome and indicators section of the lessons e.g. Is the LI properly aligned to the LOs?)
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1. Ask tutors through questions to examine key elements of the description of lesson 10 in the manual and address issues that may arise. (Refer to the lesson description in the manual – e.g., What are main issues raised in the lesson?)	 Answer questions and asking questions for clarification, examine key elements of lesson 10 description in the manual and address issues that may arise. (Refer to the lesson description in lesson 10 of the manual)
	2. Let tutors share what they have read on the main content to be covered in lesson 10 and clarify issues that may arise from the discussion. (Refer to the section on topic and subtopics in the current course manual)	2. Share what you have read on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topic and subtopics in the current course manual)
	3. Brainstorm with tutors the challenges they might encounter when delivering the topic in the lesson.	 Brainstorm on any challenges you anticipate in the delivery the topic in the lesson.
Activity 2: Teaching and learning activities for the lesson	 Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they 	1. Discuss using questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the35 mins

		will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (Refer to the teaching and learning activities section of the course manual)		delivery of the New 4- year B.Ed. and Basic School Curricula. (<i>Refer</i> to the teaching and learning activities section of the course manual)	
	2.	Let the tutors <i>think-pair-share</i> their views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula.	2.	<i>Think-pair-share</i> your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula.	
	3.	Ask a tutor to demonstrate how she/he will use a selected activity/strategy in real classroom situation.	3.	Demonstrate to the group how you will use a selected activity/strategy in real classroom situation.	
Activity 3: Resources	1.	Let tutors through discussion, assess the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels.	1.	Using discussion, assess the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels.	15 mins
	2.	Discuss with tutors the units/chapters from the required text and additional reading texts including ICT tools and indicate how they will be used in the lesson to promote learning among	2.	Discuss the units/chapters from the required textbook and the additional texts including ICT tools and indicate how you will use them in the lesson to promote learning	

		diverse learners in your		among diverse learners	
		class.		-	
				in your class.	
Review and	1.	Ask tutors to identify	1.	Identify any outstanding	15 mins
Evaluation		any outstanding issues		issues that relate to the	
(Assessment) of		related to the current		current lesson for	
session		lesson for clarification.		clarification.	
	2.	Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.	2.	Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.	
	3.	Ask tutors to read lesson 11 for the next PD session.	3.	Read lesson 11 for the next PD session.	
Follow up (Enactment)	4.	Let Tutors identify critical friends who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion.	4.	Identify a trusted friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL

Lesson Topics: The reading and writing components of the curriculum and preparing a reading and writing scheme of work.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What theGuidance Notes on Tutor Activity during theSL/HoDs will have to say during each stage of the sessionPD Session. What PD Session participants (Tutors) will do during each state of the session)		Time in session
Introduction / lesson overview	 Let tutors work in pairs to do a semantic map as recap of the previous PD Session on Assessing reading and writing and share with others 	 In pairs, do a semantic map as recap of the previous PD Session and share with others. 	15 mins
	2. Using discussion approach, let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.	2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.	
	3. Put tutors in pairs and let them brainstorm on the main purpose of the current PD Session (lesson 11 - The reading and writing components of the curriculum and preparing a reading and writing scheme of work) and ask them share their findings with the larger group.	 In pairs, discuss the main purpose of the current PD Session (lesson 11) and share with the larger group. 	

		Discuss with the tutors the main Learning Outcomes and the Learning Indicators raised in the lesson (lesson 11). Let them brainstorm on ways of addressing issues that may arise. (Refer to the learning outcome and indicators section of the lessons in the manual; e.g. how are the learning indicators appropriately matched with the learning outcomes?)		Discuss the main learning outcomes and the learning indicators raised in lesson 11 and contribute to how issues can be addressed. (Refer to the learning outcome and indicators section of the lessons in the manual)	
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	1.	Ask tutors through questions to examine key elements of the descriptions of lesson 11 in the manual and address issues that may arise. (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)	1.	Answer questions and asking questions for clarification, examine key elements of lesson 11 descriptions in the manual and address issues that may arise. (Refer to the lesson descriptions in lesson 11 of the manual)	40 mins
	2.	Ask tutors to examine the main content to be covered in lesson 11 and clarify issues that may arise. (Refer to the section on topics and subtopics in the current course manual)	2.	Examine the main content to be covered in the lesson and clarify issues that may arise. (Refer to the section on topics and subtopics in the lesson in the course manual)	
	3.	Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson.	3.	Brainstorm on any challenges you anticipate in presenting the topic in the lesson.	

Activity 2:	1	Through discussion, let	1	Examine the various	35 mins
Teaching and	1.	tutors examine the	1.	teaching and learning	55 111115
learning activities for		various teaching and		activities used in the	
the lesson		learning		lesson delivery and	
		strategies/activities		how they will	
		used in the lesson		promote the delivery	
		delivery and how they		of the New 4-year	
		will promote the		B.Ed. and the Basic	
		content delivery of the		School Curricula.	
		New 4-year B.Ed. and		(Refer to the	
		the Basic School		teaching and	
		Curricula. (Refer to the		learning activities	
		teaching and learning		section of the course	
		activities section of the		manual)	
		course manual)			
	2.	Let the tutors discuss in	2.	Discuss in pairs, the	
		pairs the		appropriateness of	
		appropriateness of the		the activities and	
		activities and strategies		strategies and how	
		and how they will be		they will be used to	
		used to enhance the		enhance the core	
		core and transferable		and transferable	
		skills and GESI in the lesson in both the		skills and GESI in the lesson in both the	
		College of Education		College of Education	
		and Basic School		and Basic School	
		Curricula		Curricula.	
	3.	Ask tutors to describe	3.	Describe to the	
		how they will use a		group how you will	
		selected activity in real		use a selected	
		classroom situation.		activity in real	
				classroom situation.	
Activity 3: Resources	1.	Using question and	1.	Answer and ask	15 mins
		answer technique, let		questions to examine	
		tutors examine the main teaching and		the main teaching and learning	
		learning resources		resources available in	
		available in teaching		teaching the lesson	
		the lesson and how		and how you will use	
		they will use them		them effectively to	
		effectively to promote		promote learning at	
		learning at both the		both the New 4-Year	
		New 4-Year B.Ed and		B.Ed and Basic levels	
		Basic level among		among diverse	
		diverse learners.		learners.	

	2.	Discuss with tutors the units/chapters from the required text and additional reading texts including ICT related tools (e.g. smartphone, video) and indicate how they will be used in the lesson to promote learning among all manner of learners.	2.	Discuss the units/chapters from the required textbook and the additional texts including ICT related tools (e.g. smartphone, video) and indicate how you will use them in the lesson to promote	
				learning among all	
Review of session and Evaluation (Assessment):	1.	Ask tutors to identify any outstanding issues related to the current lesson for clarification.	1.	manner of learners. Identify any outstanding issues that relate to the current lesson for clarification.	15 mins
	2.	Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.	2.	Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.	
	3.	Ask tutors to read lesson 12 for the next PD session.	3.	Read lesson 12 for the next PD session.	
Follow up (Enactment)	4.	Let Tutors identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion.	4.	Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

Lesson Topic:

The integrated reading and writing lesson plan and co-teaching for learners.

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	1. Let tutors work in pairs to do a semantic map as recap of the previous PD Session on <i>The reading</i> <i>and writing components</i> <i>of the curriculum and</i> <i>preparing a reading and</i> <i>writing scheme of work</i> and share with others	 In pairs, do a semantic map as recap of the previous PD Session on and share with others. 	15 mins
	2. Let tutors in pairs reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom and share with colleagues.	2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.	
	3. Let tutors individually brainstorm for a moment and let them discuss the main purpose of the current PD Session and that of current lesson 12 and ask them to share with the larger group.	3. Individually, brainstorm and later discuss the main purpose of the current PD Session and that of current lessons (Lesson 12) and share with the larger group.	

	(group) the mainleLearning Outcomes andththe Learning Indicatorsraraised in lesson 12.azAddress issues that mayclarise. (Refer to thethlearning outcomes andazindicators section of theth	Discuss the main earning outcomes and he learning indicators aised in lesson 12 and sk questions for larification. (Refer to he learning outcome and indicators section of he lesson in your hanual)
Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	questions to examinearkey elements of thecldescriptions of lessonkr12 in the manual and1address issues that maymarise. (Refer to theislesson descriptions in(Rthe manual – e.g., Whatd	Answer questions and sking questions for larification examine ey elements of lesson 2 descriptions in the nanual and address ssues that may arise. Refer to the lesson lescriptions in lesson 12 of the manual)
	on the main content tocontent tobe covered in lesson 12theand clarify issues thatismay arise from thefrdiscussion. (Refer to the(Hsection on topics andtosubtopics in the currentthecourse manual)m	arainstorm on the main ontent to be covered in he lesson and clarify ssues that may arise rom the discussion. Refer to the section on opics and subtopics in he current course nanual)
	the challenges they cl might encounter when a	rainstorm on any hallenges you nticipate in presenting he topic of the lesson.
Activity 2: Teaching and learning activities for the lesson	questions and answersoon the various teachingaand learning activitiesvaused in the lessonlearning	Discuss through the use of questions and answers the various the arious teaching and earning activities used on the lesson delivery 35 mins

	 will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (Refer to the teaching and learning activities section of the course manual) 5. Let the tutors critique the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular 6. Ask tutors to demonstrate how they will use a selected activity in real 	 and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula. (<i>Refer to the</i> <i>teaching and learning</i> <i>activities section of the</i> <i>course manual</i>) 5. Critique the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 6. Demonstrate to the group how you will use a selected activity in real classroom situation.
Activity 3: Resources	 classroom situation. 1. Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels to benefit all manner of leaners. 2. Discuss with tutors the units/chapters from the required text and additional reading texts including ICT tools (e.g. smartphone, video) and indicate how they will be used in the lesson to 	 Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels to benefit all manner of learners. Discuss the units/chapters from the required textbook and the additional texts including ICT tools (e.g. smartphone, video) and indicate how you will use them in the lesson

[
	promote learning to	promote learning
	among diverse learners. am	ong diverse learners
Review of session	1. Ask tutors to identify 1. Ide	entify any outstanding 15 mins
and Evaluation	any outstanding issues iss	ues that relate to the
(Assessment)	related to the current cu	rrent lesson for
	lesson for clarification. cla	rification.
	2. Discuss with tutors the 2. Dis	cuss the assessment
	assessment instruments ins	truments and
	and procedures used in pro	ocedures used in this
		son for assessing
	-	ident teachers.
	to assessment section of	
	the lesson in the	
	manual).	
	3. Using discussion, lead 3. Th	rough discussion,
	- · ·	lect on the
		mester's PD sessions
		d make comments to
		prove the process.
Follow up	2	entify a critical friend
(Enactment)		o took part in the PD
	-	ssion to sit in your
		ss during lesson and
	lesson and discuss the dis	cuss the lesson after.
	lesson after.	

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

Introduction

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

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

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

4. If the TPD session did not take place, please explain why		
Conflict with other activities	1	End data submission.
No one showed up for the session.	2	
Other (place enerity)	2	
Other (please specify)	5	

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

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

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

10. Did anyone from your mentoring University visit your college to observe and participate in the PD session?

Yes	1	Go to Q11
No	2	Skip to Q13

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

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

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

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

15. How much impact do you think the session will have on the learning of students?Very Good1

Good	2
Minimal	3

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

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

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

www.t-tel.org