

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

HANDBOOK FOR COORDINATORS





The Government of Ghana



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# Foreword

It 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**  
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<b>Supervisory Team</b>		
Professor Jophus Anamuah-Mensah Professor Jonathan Fletcher Bea Noble-Rogers  Dr. Eric Ananga  Dr. Sam Awuku  Dinah Adiko Beryl Opong-Agyei Abdul-Karim Kadiri Peter Chammik James Adefrah Issahaku Abudulai	T-TEL – Key Adviser, Teacher Education Curriculum T-TEL – Key Adviser, Teaching and Learning Partnerships T-TEL – International Teacher Education Curriculum Expert T-TEL – Key Adviser, Phase 5 Curriculum Development & Implementation T-TEL – Key Adviser, Leadership for Learning & Institutional Development T-TEL – Key Adviser, Gender Equality and Social Inclusion T-TEL – National Coordinator for Teacher Education T-TEL – Research & Learning Coordinator T-TEL – Education Adviser T-TEL – Education Adviser T-TEL – Education Adviser	
<b>Subject Writing Team</b>		
SUBJECT	NAME	INSTITUTION
Pedagogy	Dr. Maxwell Kwesi Nyatsikor	University for Development Studies
	Dr. Winston Kwame Abroampa	Kwame Nkrumah University of Science & 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 Yegblemenawo	Kwame Nkrumah University of Science & 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;
  - 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 School

**Name 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.

<b><i>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></b>	<b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. 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</li><li>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</li></ol>	<ol style="list-style-type: none"><li>1. Discus your views on your expectation form the session. Write at least two things you learnt from the previous semester's PD session</li><li>2. In pairs, discuss the main purpose of the current PD Session and that of the current lesson 1 of the course</li></ol>	<b>15 mins</b>

	<p>phonology and morphemes, types of literature and types of poetry) of the course manual and ask them to share their views.</p> <p>3. Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. <i>(Refer to the learning outcomes and indicators sections of the lessons e.g., how are the indicators related to the learning outcomes?)</i></p> <p><b>Suggested answer:</b> e.g. The indicators are success criteria for measuring the learning Outcomes.</p>	<p>manual and share among yourselves.</p> <p>3. Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson e.g. How will the indicators help with achievement of the learning outcomes?)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<p>1. Using probing questions, ask tutors to identify key elements of the lesson description in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manuals – e.g., what are the main issues to be covered in the lessons?)</i></p> <p><b>Note:</b> <i>The lesson descriptions are on the same pages as stated above in the introductory section.</i></p> <p>2. Let tutors brainstorm on the concepts (such as phonemes, morphemes and written literature) in their various lessons in</p>	<p>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 the lesson descriptions in the course manuals.</i></p> <p>2. Brainstorm (and come out with creative ideas) on the main content to be covered in the lesson and</p>	<p><b>40 mins</b></p>

	<p>the courses (to come up with creative ideas) and clarify issues that may arise from the discussion. (<i>Refer to the section on topics and subtopics in your respective course manuals</i>) E.g., <i>How can learners with learning problems be helped in the learning situation?</i></p> <p><b>Suggested answer:</b> <i>E.g., Tutors can give individual attention through differentiated learning.</i></p> <p>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?)</p> <p><b>Suggested answer:</b> It will help them to develop the skills in language learning, language analysis and their communicative skills.</p>	<p>clarify issues that may arise from the discussion. (<i>Refer to the section on topics and subtopics in the respective course manuals.</i>)</p> <p>3. Discuss how your lessons contribute to language learning.</p>	
<p><b>Activity 2: Teaching and learning activities/strategies for the lesson</b></p>	<p>1. 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 content delivery of Ghanaian Language and</p>	<p>1. Contribute to discussion 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 Ghanaian Language and English</p>	<p><b>35 mins</b></p>

	<p>English of the New 4-year B.Ed., Basic School Curricula and GESI, e.g. think-pair-share, brainstorming, group work. <i>(refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>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.</p> <p>3. Ask one tutor to model a selected activity in a teaching situation.</p>	<p>of the New 4-year B.Ed., Basic School Curricula and GESI. <i>(refer to the teaching and learning activities section of your course manuals)</i></p> <p>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 in the lesson in both the College of Education (B. Ed) and Basic School Curricula.</p> <p>3. Demonstrate with a selected activity and use it in real classroom teaching situation.</p>	
<b>Activity 3: Resources</b>	<p>1. Discuss with tutors:</p> <ol style="list-style-type: none"> <li>i. The main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials and how they will be used in the lessons to promote learning for instance, English, at both the New 4-Year B.Ed. and Basic levels.</li> </ol>	<p>1. Discuss:</p> <ol style="list-style-type: none"> <li>i. The main teaching and learning resources and how you will use them to enhance learning of the topic for instance in English at both the New 4-Year B. Ed. and Basic levels.</li> <li>ii. The required text and how will be used in the lesson to promote</li> </ol>	<b>15 mins</b>

	<p>(refer tutors to the resources section of their manuals)</p> <ul style="list-style-type: none"> <li>ii. The respective required texts and how they will be used in the lessons to promote learning among all manner of learners.</li> <li>iii. The respective 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.</li> </ul>	<p>learning among all manner of learners.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<p><b>Review of session and Evaluation (Assessment):</b></p>	<ul style="list-style-type: none"> <li>1. In summary, ask tutors to recap the main issues in the respective lessons in the PD session and discuss any outstanding issues that relate to it for clarification.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>1. Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in the concept of vocalic phonology as well as scope of literature lessons for assessing student teachers.</li> </ul>	<p><b>15 mins</b></p>

	3. Encourage tutors to read the topics to be treated in the next PD session	3. Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.	
<b>Follow up (Enactment)</b>	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 and observe a lesson by a critical friend teach a lesson on the PD session and report your observation during next PD session.	

**Name of Course:** Ghanaian Language and English

**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.

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors write down the main ideas raised in the previous PD Session on course manual, (<i>E.g. What were the main concepts you learnt in the previous PD sessions? How do they contribute to language learning?</i>).</li> <li>2. <i>Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</i></li> <li>3. Discuss with the group the main learning outcomes and the learning indicators raised in the lesson. Address issues that may arise. (<i>Refer to the learning outcomes and indicators sections of the</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Write down the main concepts raised in the previous PD Session in the manual.</li> <li>2. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (<i>Refer to the learning outcomes</i></li> </ol>	<p><b>15 mins</b></p>

	<p><i>lessons e.g., how are the indicators related to the learning outcome?</i></p> <p><b>Suggested answer:</b> <i>e.g. The indicators will help with achievement of the learning outcomes</i></p>	<p><i>and indicators section of the various lessons)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Use question and answer technique to identify key elements of the lesson description in the various manuals and address issues that may arise. <i>(Refer to the lesson descriptions in the various manuals – e.g., what are the main issues to be covered in the lesson?)</i></li> <li>2. Using <i>think-pair-share</i> 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. <i>(Refer to the sections on topics and subtopics in the respective course manuals)</i></li> <li>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?) <ul style="list-style-type: none"> <li>- <b>Suggested Answer:</b> Students have misconceptions that poetry and literary devices are difficult to</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(Refer to the lesson description in the course manual)</i></li> <li>2. Through the <i>think-pair-share</i>, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the respective course manuals).</i></li> <li>3. In groups, discuss any challenges you anticipate in presenting the topics of various lessons.</li> </ol>	<p><b>40 mins</b></p>

	learn; morpheme analysis is not easy in language.		
<b>Activity 2: Teaching and learning strategies/activities for the lesson</b>	<ol style="list-style-type: none"> <li>1. 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. <i>(refer tutors to the teaching and learning activities sections of their course manuals</i></li> <li>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.</li> <li>3. Lead tutors to demonstrate the selected activity in real classroom teaching situation e.g., Use of traffic light in teaching.</li> </ol>	<ol style="list-style-type: none"> <li>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 <i>(refer to the teaching and learning activities section of your course manual)</i></li> <li>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.</li> <li>3. Demonstrate the selected activity in real classroom teaching situation.</li> </ol>	<b>35 mins</b>
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>1. 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. <ol style="list-style-type: none"> <li>i. required text and how they will be</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Examine the main teaching and learning resources and how you will use them to enhance learning of the topic. <p>Discuss</p> <ol style="list-style-type: none"> <li>i. the required text and how they will be used in the</li> </ol> </li> </ol>	<b>15 mins</b>

	<p>used in the lesson to promote learning. (refer to your course manual)</p> <p>ii. additional reading materials needed and how they will be used in the lesson. (refer to your course manual)</p> <p>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)</p>	<p>lesson to promote learning of Ghanaian Language and or English.</p> <p>ii. Discuss the additional reading materials needed and how you will use them to promote learning.</p> <p>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 to your course manual)</p>	
<p><b>Review and Evaluation (Assessment) of session:</b></p>	<p>1. Discuss with tutors any outstanding issues that relate to the current lesson for clarification.</p> <p>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).</p> <p>3. Discuss with tutors the topics to be treated in advance to enable them to</p>	<p>1. Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Discuss the topics to be treated in advance to enable them to prepare</p>	<p><b>15 mins</b></p>

	prepare adequately for the next PD Session	adequately for the next PD Session	
<b>Follow up (Enactment)</b>	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 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:** Ghanaian Language and English

**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)

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. 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)</li> <li>2. Let tutors reflect using discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 3. Address issues that may arise. <i>(Refer to the learning outcomes and indicators</i></li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, do a semantic map as recap of the previous PD Session lessons and share with others.</li> <li>2. Reflect through discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in lesson 3 and Ask questions for clarification</li> </ol>	<p><b>15 mins</b></p>

	<i>section of the lessons e.g., how are the learning indicators appropriately matched with the learning outcomes for various courses?</i>		
<b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b>	<ol style="list-style-type: none"> <li>1. 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 descriptions in the manual – e.g., What are the main issues raised in the various lesson?)</i></li> <li>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></li> <li>3. Discuss with tutors the challenges they might encounter when presenting the topics in the lessons e.g., lusophone poetry or consonant description.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer questions and ask questions for clarification, examine key elements of lesson 3 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 3 of the various manual)</i></li> <li>2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manuals)</i></li> <li>3. Discuss any challenges you anticipate in presenting the topics in the lessons.</li> </ol>	<b>40 mins</b>
<b>Activity 2: Teaching and learning activities for the lesson</b>	<ol style="list-style-type: none"> <li>1. 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</li> </ol>	<ol style="list-style-type: none"> <li>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 delivery of the New 4-year B.Ed.</li> </ol>	<b>35 mins</b>

	<p>Basic School Curricula. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <ol style="list-style-type: none"> <li>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</li> <li>Ask tutors to demonstrate how they will use a selected activity in real classroom situation.</li> </ol>	<p>and Basic School Curricula. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>Demonstrate to the group how you will use a selected activity in real classroom situation.</li> </ol>	
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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)</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>	<b>15 mins</b>

		Language among all manner of learners with diverse needs.	
<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in the lessons for assessing student teachers. (<i>refer to individual manuals</i>)</li> <li>3. Ask tutors to read lesson 4 for the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Read lesson 4 for the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>	

Name of Course: Ghanaian Language and English

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).

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Use stick a note activity to recap the main issues raised in the previous PD Session on lesson three.</li> <li>2. Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 4. Address issues that may arise. <i>(Refer to the learning outcomes and indicators section of lesson 4 e.g., how are the learning indicators on the analysis</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Write on a sticker note what you learnt on the main issues raised in the previous PD session on lesson three.</li> <li>2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in lesson 4 and Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons.)</i></li> </ol>	<p><b>15 mins</b></p>

	<i>of poetry appropriately matched with the learning outcomes?)</i>		
<b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b>	<ol style="list-style-type: none"> <li>1. Ask tutors through questions to identify key elements of the lesson descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manuals – e.g., what are the main issues to be covered in the lesson for the PD Session?)</i></li> <li>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. <i>(Refer to the section on topics and subtopics in the current course manual for the PD session)</i></li> <li>3. Discuss with tutors the challenges they might encounter when presenting the topic and suggest ways to address them.</li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(Refer to the lesson descriptions in the manual of the lesson for the PD Session)</i></li> <li>2. Brainstorm on the main content to be covered in lesson 4 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual.</i></li> <li>3. Discuss any challenges you anticipate in presenting the topic and suggest ways of addressing such challenges.</li> </ol>	<b>40 mins</b>
<b>Activity 2: Teaching and learning activities for the lesson</b>	<ol style="list-style-type: none"> <li>1. Brainstorm through probing questions with tutors the various teaching and learning 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 Curricula. <i>(refer to the teaching and learning activities section</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Brainstorm by answering questions on the various teaching and learning activities used in the lesson delivery and how you will promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula. <i>(refer to the teaching and learning</i></li> </ol>	<b>35 mins</b>

	<p><i>of the lesson in the manual in the PD session)</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>Guide them to demonstrate the selected activities in real classroom situation or close to reality.</li> </ol>	<p><i>activities section of the lesson discussed in the manual in the PD session</i></p> <ol style="list-style-type: none"> <li>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</li> <li>Demonstrate the selected activities in real classroom situation or close to reality.</li> </ol>	
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>Discuss the main teaching and learning resources including ICTs (e.g., smartphone, videos, computers) for the lesson and how you will use them to promote learning as discussed in the manual to benefit all manner of learners.</li> <li>Discuss the required text and how they will be used in the lesson to promote learning.</li> </ol>	<b>15 mins</b>

	<p>among learners of diverse background and needs.</p> <p>3. Discuss with tutors the additional reading materials needed and how they will be used in the lesson.</p>	<p>3. Discuss the additional reading materials needed and how you will use them to promote learning.</p>	
<p><b>Review and Evaluation (Assessment) of session</b></p>	<p>1. Discuss with tutors any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss with tutors the assessment strategy(ies) and procedures used in this lesson (lesson 4) for assessing student teachers. (<i>Refer to assessment section of the lesson</i>)</p> <p>3. Ask tutors to read the topic for the next PD session.</p>	<p>1. Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Tutors read the topics for the next PD session.</p>	<p><b>15 mins</b></p>
<p><b>Follow up (Enactment)</b></p>	<p>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.</p>	<p>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.</p>	

**Name of Course:** Ghanaian Language and English

**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.

<p><b>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</b></p>	<p><b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</b></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<p>1. Using question and answer technique to recap the main issues raised in the previous lessons</p> <p><i>English: Exploring various language aspects in stylistics: style ad meaning 1; reading and analysis of poems; interpretation and analysis of poetry.</i></p> <p><b>Ghanaian Language:</b> <i>Some phonological processes in Ghanaian languages; some word formation processes; drama (scope, characteristics and literary devices.</i></p>	<p>1. Respond to the questions to help you recap the main issues raised in the previous lesson</p>	<p><b>15 mins</b></p>

	<p>2. Let tutors reflect on the lessons observed by a colleague on the application of the previous PD session in the classroom.</p> <p>3. Lead discussion with the group on the main learning outcomes and the learning indicators raised in the lesson. 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? - suggested answers: e.g. The indicators will help with achievement of the learning outcomes.</i></p>	<p>2. Reflect through discussion the lessons observed by a colleague on the application of the previous PD session in the classroom.</p> <p>3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons.</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<p>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. <i>(Refer to the lesson description in the manual</i></p> <p>2. Lead discussion on the main content to be covered in  <b>English:</b> Exploring various language aspects in stylistics: style and meaning 2; review of nature, types and aspects of prose, introduction to drama.</p>	<p>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 the lesson description in your course manual</i></p> <p>2. Discuss the main content to be covered and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual</i></p>	<p><b>40 mins</b></p>

	<p><b>Ghanaian Language:</b> 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. <i>(Refer to the section on topics and subtopics in your course manual)</i></p> <p>3. Let tutors discuss with you the challenges they might encounter when presenting the topic.</p>	<p>3. Discuss any challenges you anticipate in presenting the topic.</p>	
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<p>1. Using question and answer technique, 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. <i>(refer to the teaching and learning activities section of the lesson in the course manual).</i></p> <p>2. Lead discussion on the appropriateness 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,</p>	<p>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. <i>(refer to the teaching and learning activities section of the lesson in the course manual)</i></p> <p>2. Discuss the appropriateness 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</p>	<p><b>35 mins</b></p>

	<p>personal development) and GESI in the lessons.</p> <p>3. Lead tutors through brainstorming to use the concepts they have learnt/ acquired from the lesson in context or in real life situation.</p>	<p>and GESI in the lessons.</p> <p>3. Use the concepts you have acquired from the lesson in context or in real life situation.</p>	
<b>Activity 3: Resources</b>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>1. Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic.</p> <p>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.</p> <p>3. Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning among learners.</p>	<b>15 mins</b>
<b>Review and Evaluation (Assessment) of session</b>	<p>1. Let tutor use post-it note to recap the main issues in the PD session and discuss any outstanding issues that relate to it for clarification.</p> <p>2. Let tutors discuss the appropriateness of the</p>	<p>1. Discuss any outstanding issues that arise from the post-it note elate to the current lesson for clarification.</p> <p>2. Discuss the appropriateness of the assessment</p>	<b>15 mins</b>

	<p>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.</p> <p>3. Have tutors read the topics to be treated in the next PD session</p>	<p>instruments and procedures used in these lessons for assessing student teachers.</p> <p>3. Read the topics to be treated in the next PD session.</p>	
<b>Follow up (Enactment)</b>	<p>4. 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.</p>	<p>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.</p>	

Name of Course: Ghanaian Language and English

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).

<p><i>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></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<p>1. 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,  <b>English:</b> Exploring various language aspects in stylistics: style and meaning 2; review of nature, types and aspects of prose, introduction to drama.  <b>Ghanaian Language:</b> Basic concepts of morphology of a Ghanaian language; syntax (definition and scope; lexical categorisation); poetry one: types, characteristics and elements.</p> <p>2. Let tutors through discussion reflect on the</p>	<p>1. 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.</p> <p>2. Reflect on the report of the critical friend.</p>	<p><b>15 mins</b></p>

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

	<p>they might encounter when presenting the topic.</p> <p>4. Let at least a group make a presentation on the challenges for whole group discussion.</p>	<p>anticipate in presenting the topic.</p> <p>4. Make a presentation (oral) for whole group discussion.</p>	
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<p>1. Have tutors in groups of 3 to discuss 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>)</p> <p>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.</p> <p>3. Lead them to demonstrate the selected activities in real classroom teaching situation.</p>	<p>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. (<i>refer to the teaching and learning activities section of the course manuals.</i>)</p> <p>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.</p> <p>3. Demonstrate the selected activities in real classroom teaching situation.</p>	<p><b>35 mins</b></p>

<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Discuss with tutors the additional reading materials needed and how they will be used in the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss the required text and how they will be used in the lesson to promote learning.</li> <li>3. Discuss the additional reading materials needed and how you will use them to promote learning.</li> </ol>	<b>15 mins</b>
<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. <i>With Two stars and a wish strategy</i>, have tutors mention two assessment instruments and procedures they have used in the session and one that they wish had been used.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>3. Have tutors go and implement the ideas in this current session and share their experiences in the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>3. Implement the ideas in this current PD session and share your experiences in the next session.</li> </ol>	

Name of Course: Ghanaian Language and English

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.

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Using semantic mapping strategy, lead tutors to recap the main issues raised in the previous PD Session.</li> <li>2. Let tutors share their experiences gathered from the implementation of the previous ideas in the classroom.</li> <li>3. Discuss with the group the main learning outcomes and the learning indicators outlined in the English and Ghanaian Language lessons. Let tutors address issues that may arise. <i>(Refer to the learning outcomes and indicators section of the lessons, e.g., how are the learning indicators</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Recall one thing you have learnt from the previous session on the semantic mapping used by the tutor.</li> <li>2. Reflect and share your experiences from the implementation of the previous ideas in your class.</li> <li>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. <i>(find out how the learning indicators appropriately match with the learning outcomes.</i></li> </ol>	<p><b>15 mins</b></p>

	<i>appropriately matched with the learning outcomes?</i>		
<b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b>	<ol style="list-style-type: none"> <li>1. Let tutors use <i>tell a 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.</li> <li>2. Let tutors brainstorm on the main content of Lesson 7 and clarify issues that may arise from the discussion.</li> <li>3. Put tutors in pairs to list the challenges they might encounter when presenting the topic on <b>English lesson</b>: Style: phonology and graphology; characteristics of the novel; interpretation and appreciation of drama text. <b>-Ghanaian Language lesson</b>: 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell your neighbour what you think are the key elements of the descriptions of lesson 7 in the manual.</li> <li>2. Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion.</li> <li>3. In pairs, list the challenges you anticipate in presenting the topic and paste it for a gallery walk and brainstorm on how you will address them.</li> </ol>	<b>40 mins</b>
<b>Activity 2: Teaching and learning activities for the lesson</b>	<ol style="list-style-type: none"> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss 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</li> </ol>	<b>35 mins</b>

	<p>content delivery of the New 4-year B.Ed. and Basic School Curricula. <i>(refer tutors to the teaching and learning activities section of the course manual.</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>Ask tutors to describe how they will use a selected activity, e.g., group work, think-pair-share, in real classroom situation.</li> </ol>	<p>Basic School Curricula. <i>(refer to the teaching and learning activities section of the course manual.</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>Describe to the group how you will use a selected activity in real classroom situation.</li> </ol>	
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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).</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	<b>15 mins</b>

<p><b>Review and Evaluation (Assessment) of session</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. <i>With Two stars and a wish strategy</i>, have tutors mention two assessment instruments and procedures they have used in the session and one that they wish had been used.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	<p><b>15 mins</b></p>
<p><b>Follow up (Enactment)</b></p>	<ol style="list-style-type: none"> <li>3. Have tutors go and implement the ideas in this current session and share their experiences in the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>3. Implement the ideas in this current PD session and share your experiences in the next session.</li> </ol>	

Name of Course: Ghanaian Language and English

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)

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> What the SL/HoDs will have to say during each stage of the session</p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors work in pairs to do a semantic map as recap of the previous PD Session on lesson 7 and share with others.</li> <li>2. Let tutors share their experiences gathered from the implementation of the previous ideas in the classroom.</li> <li>3. Discuss with the tutors (in groups) the main Learning Outcomes and the Learning Indicators raised in lesson 8. Address issues that may arise. <i>(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)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, do a semantic map as recap of the previous PD Session on lesson 7 and share with others.</li> <li>2. Reflect and share your experiences from the implementation of the previous ideas in your class.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in lesson 8 and Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons)</i></li> </ol>	<p><b>15 mins</b></p>

<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Ask tutors to examine the key elements of the lesson descriptions of lesson 8 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></li> <li>2. Ask tutors to brainstorm on the main content to be covered in lesson 8 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></li> <li>3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer and ask questions on the key elements of lesson description of lesson 8 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 8 of the manual)</i></li> <li>2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual.)</i></li> <li>3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the course manual.)</i></li> <li>2. Let the tutors discuss in pairs the appropriateness</li> </ol>	<ol style="list-style-type: none"> <li>1. Move round the tables and list the teaching and learning activities needed for each of the lessons.</li> <li>2. Discuss in pairs, the appropriateness of</li> </ol>	<p><b>35 mins</b></p>

	<p>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.</p> <p>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.)</p>	<p>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.</p> <p>3. Describe to the group how you will use a selected activity in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>
<b>Review and Evaluation (Assessment) of session:</b>	<p>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</p> <p>2. Discuss with tutors the assessment instruments</p>	<p>1. Identify any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment</p>	<b>15 mins</b>

	<p>and procedures used in this lesson for assessing student teachers in line with the NTEAP.</p> <p>3. Ask tutors to read lesson 9 for the next PD session.</p>	<p>instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Read lesson 9 for the next PD session.</p>	
<b>Follow up (Enactment)</b>	<p>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.</p>	<p>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.</p>	

**Name of Course:** Ghanaian Language and English

**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.

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors work in pairs to recap the previous PD Session and share the main ideas or concepts with others.</li> <li>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.</li> <li>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.</li> <li>4. Discuss with the tutors (group) the main</li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, recap the previous PD Session on and share with others.</li> <li>2. Reflect through discussion the lesson observed by a critical friend on the application of the ideas previous PD session.</li> <li>3. In pairs, discuss the main purpose of the current PD Session and that of lesson 9 and share with the larger group.</li> <li>4. Discuss the main learning outcomes and</li> </ol>	<p><b>15 mins</b></p>

	<p>Learning Outcomes and the Learning Indicators raised in lesson 9. Address issues that may arise. <i>(Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes?)</i></p>	<p>the learning indicators raised in lesson 9 and Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons e.g. Are the LIs properly aligned to the LOs?)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Ask tutors through questions to examine key elements of the descriptions of lesson 9 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are the main issues raised in the lesson?)</i></li> <li>2. Ask tutors to brainstorm on the main content to be covered in lesson 9 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></li> <li>3. Discuss with tutors the challenges they might encounter when presenting the topic in the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer questions and asking questions for clarification, examine key elements of lesson 9 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 9 of the manual)</i></li> <li>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 the section on topics and subtopics in the current course manual)</i></li> <li>3. Discuss any challenges you anticipate in presenting the topic in the lesson.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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-</li> </ol>	<ol style="list-style-type: none"> <li>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</li> </ol>	<p><b>35 mins</b></p>

	<p>year B.Ed. and Basic School Curricula. (<i>Refer to the teaching and learning activities section of the course manual</i>)</p> <p>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</p> <p>3. Ask tutors to describe how they will use a selected activity in real classroom situation.</p>	<p>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>)</p> <p>2. <i>Think-Pair-Share</i> 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.</p> <p>3. Describe to the group how you will use a selected activity in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Ask tutors to read lesson 10 for the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Read lesson 10 for the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>	

Name of Course: Ghanaian Language and English

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.

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<p>1. Put tutors in groups and let them recap the previous PD Session on  <b>English:</b> Style and syntax; review of nature, style and aspects of drama; characteristics and types of prose.  <b>Ghanaian Language:</b> 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.</p>	<p>1. In groups, recap the previous PD Session on  <b>English:</b> Style and syntax; review of nature, style and aspects of drama; characteristics and types of prose.  <b>Ghanaian Language:</b> 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.</p>	<p><b>15 mins</b></p>

	<ol style="list-style-type: none"> <li>2. Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>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 larger group.</li> <li>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 learning outcomes and indicators section of the lessons e.g., how are the learning indicators appropriately matched with the learning outcomes?)</i></li> </ol>	<ol style="list-style-type: none"> <li>2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. In pairs, discuss the main purpose of the current PD Session (lesson 10) and share with the larger group.</li> <li>4. Discuss the main learning outcomes and the learning indicators raised in lesson 10 for instance on TLMs and ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons e.g. Are the LIs properly aligned to the LOs?)</i></li> </ol>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Ask tutors through questions to examine key elements of the descriptions of lesson 10 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></li> <li>2. Let tutors share what they have read on the main content to be covered in lesson 10</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer questions and asking questions for clarification, examine key elements of lesson 10 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 10 of the manual)</i></li> <li>2. Share what you have read on the main content to be covered in the lesson and</li> </ol>	<b>40 mins</b>

	<p>and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></p> <p>3. Brainstorm with tutors the challenges they might encounter when delivering the topic in the lesson.</p>	<p>clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></p> <p>3. Brainstorm on any challenges you anticipate in the delivery the topic in the lesson.</p>	
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<p>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. <i>(Refer to the teaching and learning activities section of the course manual)</i></p> <p>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</p> <p>3. Ask tutors to demonstrate how they will use a selected activity/strategy in real classroom situation.</p>	<p>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. <i>(Refer to the teaching and learning activities section of the course manual)</i></p> <p>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.</p> <p>3. Demonstrate to the group how you will use a selected activity/strategy in real classroom situation.</p>	<p><b>35 mins</b></p>

<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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 for English and Ghanaian language at both the New 4-Year B. Ed. and Basic levels.</li> <li>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 diverse learners in your class.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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 among diverse learners in your class.</li> </ol>	<b>15 mins</b>
<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Ask tutors to read lesson 11 for the next PD session to facilitate discussion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Read lesson 11 for the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>1. Let Tutors identify a trusted colleague who took part in the PD session to sit in their class during lesson and</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a trusted friend who took part in the PD session to sit in your class during lesson and report on</li> </ol>	

	report on observation during the next PD session for discussion.	observation during the next PD session for discussion.	
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Name of Course: Ghanaian Language and English

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.

<p><i>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></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<p>1. Let tutors work in pairs to do a semantic map as recap of the previous PD Session on  <b>English:</b> Use of stylistics and sampled stylistic analysis of text 1; Aristotelian and Shakespearean conceptions of strategy; characteristics and types of prose 2.  <b>Ghanaian Language:</b> 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.</p>	<p>1. In pairs, do a semantic map as recap of the previous PD Session and share with others.</p>	<p><b>15 mins</b></p>

	<ol style="list-style-type: none"> <li>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.</li> <li>3. 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.</li> <li>4. 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. <i>(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?)</i></li> </ol>	<ol style="list-style-type: none"> <li>2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. In pairs, discuss the main purpose of the current PD Session (lesson 11) and share with the larger group.</li> <li>4. Discuss the main learning outcomes and the learning indicators raised in lesson 11 and contribute to how issues that may can be addressed. <i>(Refer to the learning outcomes and indicators section of the lessons in the manual)</i></li> </ol>	
<b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b>	<ol style="list-style-type: none"> <li>1. Ask tutors through questions to examine key elements of the descriptions of lesson 11 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Answer questions and asking questions for clarification, examine key elements of lesson 11 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 11 of the manual)</i></li> </ol>	<b>40 mins</b>

	<ol style="list-style-type: none"> <li>2. Ask tutors to examine the main content to be covered in lesson 11 and clarify issues that may arise. <i>(Refer to the section on topics and subtopics in the current course manual)</i></li> <li>3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>2. Examine the main content to be covered in the lesson and clarify issues that may arise. <i>(Refer to the section on topics and subtopics in the lesson in the course manual)</i></li> <li>3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson.</li> </ol>	
<b>Activity 2: Teaching and learning activities for the lesson</b>	<ol style="list-style-type: none"> <li>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 to the teaching and learning activities section of the course manual)</i></li> <li>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</li> <li>3. Ask tutors to describe how they will use a selected activity in real classroom situation.</li> </ol>	<ol style="list-style-type: none"> <li>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 to the teaching and learning activities section of the course manual)</i></li> <li>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.</li> <li>3. Describe to the group how you will use a selected activity in real classroom situation.</li> </ol>	<b>35 mins</b>

<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>Using question and answer technique, let tutors examine the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning of the Ghanaian languages for instance at both the New 4-Year B. Ed and Basic levels among diverse learners.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>Answer and ask questions to examine 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 among diverse learners.</li> <li>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 manner of learners.</li> </ol>	<b>15 mins</b>
<b>Review of session and Evaluation (Assessment):</b>	<ol style="list-style-type: none"> <li>Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>Ask tutors to read lesson 12 for the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>Read lesson 12 for the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation</li> </ol>	

	next PD session for discussion.	during the next PD session for discussion.	
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Name of Course: Ghanaian Language and English

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.

<p><i>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></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><i>Time in session</i></p>
<p><b>Introduction / lesson overview</b></p>	<p>1. Let tutors work in pairs to do a semantic map as recap of the previous PD Session on  <b>English:</b> Use of stylistics and sampled stylistic analysis of texts 2; reading and analysis of drama text (Shakespeare 1); elements of prose.  <b>Ghanaian Language:</b> 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.</p> <p>2. Let tutors in pairs reflect on the lesson observed by a colleague on the application of the previous PD session in</p>	<p>1. In pairs, do a semantic map as recap of the previous PD Session on and share with others.</p> <p>2. Reflect through discussion the lesson observed by a colleague on the application of the</p>	<p><b>15 mins</b></p>

	<p>the classroom and share with colleagues.</p> <p>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.</p> <p>4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 12. Address issues that may arise. <i>(Refer to the learning outcomes and indicators section of the lessons e.g., how are the learning indicators appropriately matched with the learning outcomes?)</i></p>	<p>previous PD session in the classroom.</p> <p>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.</p> <p>4. Discuss the main learning outcomes and the learning indicators raised in lesson 12 and ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson in your manual e.g. Are the LIs properly aligned to the LOs?)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<p>1. Ask tutors through questions to examine key elements of the descriptions of lesson 12 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></p> <p>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 section on topics and subtopics in the current course manual)</i></p>	<p>1. Answer questions and asking questions for clarification, examine key elements of lesson 12 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 12 of the manual)</i></p> <p>2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></p>	<p><b>40 mins</b></p>

	3. Brainstorm with tutors the challenges they might encounter when presenting the topic of the lesson.	3. Brainstorm on any challenges you anticipate in presenting the topic of the lesson.	
<b>Activity 2: Teaching and learning activities for the lesson</b>	<p>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. <i>(Refer to the teaching and learning activities section of the course manual)</i></p> <p>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</p> <p>3. Ask tutors to demonstrate how they will use a selected activity in real classroom situation.</p>	<p>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 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 pp)</i></p> <p>2. 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.</p> <p>3. Demonstrate to the group how you will use a selected activity in real classroom situation.</p>	<b>35 mins</b>
<b>Activity 3: Resources</b>	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	<b>15 mins</b>

	<p>Basic levels to benefit all manner of learners.</p> <p>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 promote learning among diverse learners.</p>	<p>to benefit all manner of learners.</p> <p>2. 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 to promote learning among diverse learners</p>	
<b>Review of session and Evaluation (Assessment)</b>	<p>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</p> <p>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Using discussion, lead tutors to reflect on the semester's PD sessions and make comments to improve the process.</p>	<p>1. Identify any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Through discussion, reflect on the semester's PD sessions and make comments to improve the process.</p>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<p>4. Let tutor identify a critical friend who took part in the PD session to sit in their class during lesson and provide feedback on the lesson.</p>	<p>4. Identify a critical friend who took part in the PD session to sit in your class during lesson and provide feedback on the lesson.</p>	

# 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 School

**Name 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.

<b><i>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></b>	<b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>Introduction / lesson overview</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to write at least two things they learnt from the previous semester’s PD session on speaking and listening.</li> <li>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.</li> <li>3. Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. <i>(Refer to the learning outcomes and</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Write at least two things you learnt from the previous semester’s PD session on speaking and listening.</li> <li>2. 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.</li> <li>3. Discuss the main Learning Outcomes (LO) and the Learning Indicators (LI) raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes</i></li> </ol>	<b>15 mins</b>

	<p><i>indicators section of the lesson e.g. how are the indicators related to the learning outcomes?</i></p> <p><b>Suggested answer:</b> e.g. <i>The indicators lead to the achievement of the Learning Outcomes.</i></p>	<p><i>and indicators section of the lesson</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<ol style="list-style-type: none"> <li>Using probing questions, ask tutors to identify key elements of the lesson description in the manual and address issues that may arise. (<i>Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lessons? Suggested answer: the reading and writing course manual, concept of reading and writing, and types of reading.</i>)</li> <li>Let tutors brainstorm on the concepts in the lesson to come up with creative ideas and clarify issues that may arise from the discussion. (<i>Refer to the section on topic and subtopics in your course manual</i>) E.g., <i>How can learners with learning problems be helped in the learning situation?</i> <b>Suggested answer:</b> <i>E.g., Tutors can give individual attention through differentiated learning.</i></li> <li>Discuss with tutors how the lesson contributes to language learning (e.g. In what ways can you use the lesson to help</li> </ol>	<ol style="list-style-type: none"> <li>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 the lesson description in the course manual</i>).</li> <li>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. (<i>Refer to the section on topics and subtopics in the course manuals</i>).</li> <li>Discuss how the lesson contributes to language learning.</li> </ol>	<p><b>40 mins</b></p>

	<p>learners develop skills in learning the language?  <b>Suggested answer:</b> <i>It will help them to develop the skills in language learning and their communicative skills.</i></p>		
<p><b>Activity 2:  Teaching and learning activities/strategies for the lesson</b></p>	<ol style="list-style-type: none"> <li>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. <i>(refer tutors to the teaching and learning activities sections of the course manuals)</i></li> <li>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.</li> <li>3. Ask one tutor to model a selected activity, e.g. pair-think-share in a real classroom teaching situation.</li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of your course manuals)</i></li> <li>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.</li> <li>3. Demonstrate with a selected activity and use it in real classroom teaching situation.</li> </ol>	<p><b>35 mins</b></p>

<p><b>Activity 3: Resources</b></p>	<p>1. Discuss with tutors using group work:</p> <ul style="list-style-type: none"> <li>i. The main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials 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)</li> <li>ii. The required texts and how they will be used in the lessons to promote learning of the topic among all manner of learners.</li> <li>iii. The additional reading materials needed and how they will be used in the lesson to promote learning among all manner of learners e.g. visually impaired.</li> </ul>	<p>1. Discuss in groups:</p> <ul style="list-style-type: none"> <li>i. The main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B.Ed. and Basic levels.</li> <li>ii. The required text and how it will be used in the lesson to promote learning of the topic among all manner of learners.</li> <li>iii. The additional reading materials needed and how you will use them to promote learning among all manner of learners, e.g. visually impaired.</li> </ul>	<p><b>15 mins</b></p>
<p><b>Review of session and Evaluation (Assessment):</b></p>	<p>1. In summary, ask tutors to recap the main issues of the lesson in the PD session and discuss any outstanding issues that relate to it for clarification.</p> <p>2. Discuss with tutors the assessment instruments in the reading and writing manual and procedures</p>	<p>1. Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in the</p>	<p><b>15 mins</b></p>

	<p>used in the lesson for assessing student teachers as prescribed in the NTEAP.</p> <p>3. Encourage tutors to read the topic to be treated in the next PD session</p>	<p>lesson for assessing student teachers.</p> <p>3. Read about the topic to be treated in the next PD session as advance preparation.</p>	
<b>Follow up (Enactment)</b>	<p>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.</p>	<p>4. Sit in, observe a lesson as a critical friend on the PD session and report your observation during next PD session.</p>	

**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

<p><i>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></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors write down the main ideas raised in the previous PD Session on course manual, (<i>E.g. What were the main concepts you learnt in the previous PD sessions? How do they contribute to language learning?</i>).</li> <li>2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss with the group the main learning outcome and the learning indicators raised in the lesson. Address issues that may arise. (<i>Refer to the learning outcome and indicators sections of the lessons e.g. how are the indicators related to the learning outcome?</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Write down the main concepts raised in the previous PD Session in the manual.</li> <li>2. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (<i>Refer to the learning outcome and indicators section of the various lessons</i>)</li> </ol>	<p><b>15 mins</b></p>

	<p><b>Suggested answer:</b>  <i>e.g. The indicators will help with achievement of the learning outcomes</i></p>		
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Use question and answer technique to identify key elements of the lesson (Benefits and misconceptions of reading and writing) description in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson?)</i></li> <li>2. Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the sections on topics and subtopics in the respective course manuals)</i> <ul style="list-style-type: none"> <li>- <b>Suggested answer:</b>  <i>benefits of reading and writing in languages learning and misconceptions about reading and writing in language learning.</i></li> </ul> </li> <li>3. Put tutors in groups to discuss the challenges they might encounter when presenting the lessons. What challenges do you envisage in teaching these topics (reading and writing?)</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer and ask questions for clarification to identify key elements of the lesson (Benefits and misconceptions of reading and writing description in the course manual and address issues that may arise. <i>(Refer to the lesson description in the course manual)</i></li> <li>2. Through <i>think-pair-share</i>, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the respective course manuals).</i></li> <li>3. In groups, discuss challenges you anticipate in presenting the topics of various lessons.</li> </ol>	<p><b>40 mins</b></p>

	<ul style="list-style-type: none"> <li>- <b>Suggested Answer:</b> Students have misconceptions that reading and writing do not contribute to language learning.</li> </ul>		
<b>Activity 2: Teaching and learning strategies/activities for the lesson</b>	<ol style="list-style-type: none"> <li>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. (<i>refer tutors to the teaching and learning activities section of their course manual</i>)</li> <li>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.</li> <li>3. Lead them to demonstrate a selected strategy/activity in a real classroom teaching situation</li> </ol>	<ol style="list-style-type: none"> <li>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 (<i>refer to the teaching and learning activities section of your course manual</i>)</li> <li>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.</li> <li>3. Demonstrate the selected strategy/activity in a real classroom teaching situation.</li> </ol>	<b>35 mins</b>
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>1. Lead tutors to discuss and examine (in pairs or small groups) the main teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss and examine the main teaching and learning resources and how you will use them</li> </ol>	<b>15 mins</b>

	<p>resources and how they will be used in the lesson to promote learning among all manner of learners.</p> <ol style="list-style-type: none"> <li>i. the required text and how they will be used in the lesson to promote learning. <i>(refer to your course manual)</i></li> <li>ii. the additional reading materials needed and how they will be used in the lesson. <i>(refer to your course manual)</i></li> <li>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. <i>(refer to your course manual)</i></li> </ol>	<p>to enhance learning of the topic.</p> <ol style="list-style-type: none"> <li>i. the required texts and how they will be used in the lesson to promote learning.</li> <li>ii. the additional reading materials needed and how you will use them to promote learning.</li> <li>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. <i>(refer to course manual)</i></li> </ol>	
<p><b>Review and Evaluation (Assessment) of session:</b></p>	<ol style="list-style-type: none"> <li>1. Discuss with tutors any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers in relation to the NTEAP <i>(refer to assessment section of course manual)</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> </ol>	<p><b>15 mins</b></p>

	3. 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	
<b>Follow up (Enactment)</b>	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.	

**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

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> What the SL/HoDs will have to say during each stage of the session</p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors work in pairs to 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</li> <li>2. Let tutors reflect using discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss with the tutors (group) the Learning Outcomes and the Learning Indicators raised in lesson 3. Address issues that may arise. <i>(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?)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, do a semantic map as recap of the previous PD Session lesson and share with others.</li> <li>2. Reflect through discussion, on the lesson observed by a colleague, on the application of the previous PD session in the classroom.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in lesson 3 and Ask questions for clarification.</li> </ol>	<p><b>15 mins</b></p>

<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Ask tutors through questions to examine key elements of lesson 3 (<b>Theories and models of reading</b>) description in the manual and address issues that may arise. <i>(Refer to the lesson description of the lesson in the manual – e.g., What are the main issues raised in the various lesson?)</i></li> <li>2. Ask tutors to brainstorm on the main content to be covered in lesson 3 and clarify issues that may arise from the discussion. <i>(Refer to the section on topic in and subtopics in the current course manuals)</i></li> <li>3. Discuss with tutors the challenges they might encounter when presenting the topics in the lessons. E.g. visual impaired students</li> </ol>	<ol style="list-style-type: none"> <li>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 the lesson description in lesson 3 of the course manual)</i></li> <li>2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topic and subtopics in the current course manual)</i></li> <li>3. Discuss any challenges you anticipate in presenting the topic in the lesson.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning strategies/activities section of the course manual)</i></li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the course manual)</i></li> </ol>	<p><b>35 mins</b></p>

	<p>2. Let the tutors discuss in 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 Basic School Curricula</p> <p>3. Ask tutors to demonstrate how they will use a selected activity in real classroom situation.</p>	<p>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.</p> <p>3. Demonstrate to the group how you will use a selected activity in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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)</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>
<b>Review and Evaluation (Assessment) of session</b>	<p>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</p>	<p>1. Identify any outstanding issues that relate to the</p>	<b>15 mins</b>

	<p>2. Discuss with tutors the assessment instruments and procedures used in the lesson for assessing student teachers. (<i>refer to section on assessment in the course manual</i>)</p> <p>3. Ask tutors to read lesson 4 for the next PD session.</p>	<p>current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers</p> <p>3. Read lesson 4 for the next PD session.</p>	
<b>Follow up (Enactment)</b>	<p>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.</p>	<p>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.</p>	

Name of Course: Language and literacy

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSONS 4 IN THE COURSE MANUAL**

**Lesson Topics:**

Components of reading and writing

<b><i>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></b>	<b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>Introduction / lesson overview</b>	<ol style="list-style-type: none"> <li>1. Use leading and probing questions to recap the main issues raised in the previous PD Session on lesson three.</li> <li>2. Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss with the tutors in group/pairs the main Learning Outcome and the Learning Indicators raised in lesson 4. Address issues that may arise. <i>(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?)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the main issues raised in the previous PD session on lesson three.</li> <li>2. Reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. Discuss the main learning outcome and the learning indicators raised in lesson 4 and ask questions for clarification. <i>(Refer to the learning outcome and indicators section of the lesson in the manual.)</i></li> </ol>	<b>15 mins</b>

<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Through questions ask tutors to identify key elements of the lesson description in the manual and address issues that may arise. <i>(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?)</i></li> <li>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. <i>(Refer to the section on topics and subtopics in the current course manual for the PD session)</i> <b>Suggested answer:</b> <i>Components of reading - phonological awareness, phonemic awareness, fluency, vocabulary and comprehension</i></li> <li>3. Discuss with tutors the challenges they might face when presenting the topic and suggest ways to address them.</li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(Refer to the lesson descriptions in the manual of the lesson for the PD Session)</i></li> <li>2. Brainstorm on the main content to be covered in lesson 4 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual.</i></li> <li>3. Discuss challenges that you will face in presenting the topic and suggest ways of addressing such challenges.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Brainstorm on the various teaching and learning activities used in the lesson delivery and how you will promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula. <i>(refer to the teaching</i></li> </ol>	<p><b>35 mins</b></p>

	<p>Curricula. (<i>refer to the teaching and learning activities section of the lesson in the manual in the PD session</i>)</p> <ol style="list-style-type: none"> <li>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 Education and Basic School Curricula.</li> <li>Guide them to demonstrate the selected activities in real classroom situation.</li> </ol>	<p><i>and learning activities section of the lesson discussed in the manual in the PD session</i></p> <ol style="list-style-type: none"> <li>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</li> <li>Demonstrate the selected activities in real classroom situation.</li> </ol>	
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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.</li> <li>Discuss with tutors the required texts and how they will be used in the lesson to promote learning among learners of</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Discuss the required texts and how they will be used in the lesson to promote learning.</li> </ol>	<b>15 mins</b>

	<p>diverse background and needs.</p> <p>3. Discuss with tutors the additional reading materials needed and how they will be used in the lesson to benefit all manner of learners.</p>	<p>3. Discuss the additional reading materials needed and how they will be used to promote learning.</p>	
<b>Review and Evaluation (Assessment) of session</b>	<p>1. Discuss with tutors any outstanding issues that relate to the current lesson for clarification.</p> <p>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>)</p> <p>3. Ask tutors to read the topic for the next PD session.</p>	<p>1. Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment strategies used in this lesson for assessing student teachers.</p> <p>3. Tutors read the topics for the next PD session.</p>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<p>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.</p>	<p>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.</p>	

Name of Course: Language and Literacy

Year. 2 Semester 2

**TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL**

**Lesson 5 Topic:**

Stages of reading and writing development

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> What the SL/HoDs will have to say during each stage of the session</p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<p>1. Using question and answer technique, recap the main issues raised in the previous lessons</p> <p><b>Literacy:</b> <i>Components of reading and writing</i></p> <p>2. Let tutors reflect on the lessons observed by a colleague on the application of the previous PD session in the classroom.</p> <p>3. Lead discussion with the group on the main learning outcomes and the learning indicators raised in the lesson. 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></p>	<p>1. Respond to the questions to help you recap the main issues raised in the previous lesson</p> <p>2. Reflect through discussion the lessons observed by a colleague on the application of the previous PD session in the classroom.</p> <p>3. Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcome and indicators section of the lesson).</i></p>	<p><b>15 mins</b></p>

	<i>-suggested answers: e.g., The indicators will help with achievement of the learning outcomes.</i>		
<b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b>	<ol style="list-style-type: none"> <li>1. Using question and answer technique, lead tutors to identify the key elements of the lesson as outlined in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual)</i></li> <li>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. <i>(Refer to the section on topics and subtopics in your course manual)</i></li> <li>3. Let tutors discuss with you the challenges they might encounter when presenting the topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer and ask questions for clarification and identify key elements of the lesson as outlined in the manual and address issues that may arise. <i>(Refer to the lesson description in your course manual)</i></li> <li>2. Discuss the main content to be covered and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></li> <li>3. Discuss any challenges you anticipate in presenting the topic.</li> </ol>	<b>40 mins</b>
<b>Activity 2: Teaching and learning activities for the lesson</b>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the lesson in the course manual).</i></li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the lesson in the course manual)</i></li> </ol>	<b>35 mins</b>

	<ol style="list-style-type: none"> <li>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.</li> <li>3. Lead tutors through brainstorming to use the concepts they have learnt/ acquired from the lesson in context or in real life situation.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>3. Use the concepts you have acquired from the lesson in context or in real life situation.</li> </ol>	
<b>Activity 3: Resources</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Lead discussion with tutors on the recommended additional reading materials they need and how they will use</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic.</li> <li>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.</li> <li>3. Discuss the recommended additional reading materials needed and demonstrate how you will use them to</li> </ol>	<b>15 mins</b>

	them in the lesson to promote learning.	promote learning among learners.	
<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Let tutors discuss the appropriateness of the assessment instruments and procedures used in the various lessons for assessing student teachers.</li> <li>3. Have tutors read the topics to be treated in the next PD session</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss any outstanding issues that arise from the post-it note that relate to the current lesson for clarification.</li> <li>2. Discuss the appropriateness of the assessment instruments and procedures used in these lessons for assessing student teachers.</li> <li>3. Read the topics to be treated in the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>4. 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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>	

Name of Course: Language and Literacy

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL**

**Lesson Topic:**

Approaches to teaching reading and writing.

<p><i>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></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Reflect on the report of the critical friend on lesson taught on the last PD session.</li> </ol>	<p><b>15 mins</b></p>

	<p>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. <i>(Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes?)</i></p>	<p>3. Discuss in groups the main learning outcomes and learning indicators raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson.)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<p>1. Use question and answer technique to identify key elements of the lesson description in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson?)</i></p> <p>2. Using “<i>find someone who can...</i>” have tutors to come out with the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></p> <p>3. Put tutors in groups to discuss the challenges they might encounter when presenting the topic.</p> <p>4. Let at least a group make a presentation on the challenges to teaching the content for whole group discussion.</p>	<p>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. <i>(Refer to the lesson description in the course manual )</i></p> <p>2. Stand up and move to a friend. Ask him/her the main content to be covered in the lesson for the PD Session.</p> <p>3. In groups, discuss any challenges you anticipate in presenting the topic.</p> <p>4. Make a presentation (oral) on the challenges of teaching the content for whole group discussion.</p>	<p><b>40 mins</b></p>

<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the course manual).</i></li> <li>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.</li> <li>3. Let a tutor select an activity and demonstrate how they will use the selected activity in real classroom teaching situation.</li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the course manual).</i></li> <li>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.</li> <li>3. Demonstrate how a selected activity can be used in real classroom teaching situation.</li> </ol>	<p><b>35 mins</b></p>
<p><b>Activity 3: Resources</b></p>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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</li> </ol>	<p><b>15 mins</b></p>

	<p>Let them put that on flip chart for gallery walk.</p> <p>2. Discuss with tutors the required text and how they will be used in the lesson to promote learning.</p> <p>3. Discuss with tutors the additional reading materials needed and how they will be used in the lesson.</p>	<p>flip chart for gallery walk.</p> <p>2. Discuss the required text and how they will be used in the lesson to promote learning.</p> <p>3. Discuss the additional reading materials needed and how you will use them to promote learning.</p>	
<b>Review and Evaluation (Assessment) of session</b>	<p>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.</p> <p>2. <i>With Two stars and a wish strategy</i>, have tutors mention two assessment instruments and procedures they have used in the session and one that they wish had been used.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<p>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.</p>	<p>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.</p>	

Name of Course: Language and Literacy

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSONS 7 IN THE COURSE MANUAL**

**Lesson Topics:**

Reading and writing developing practices.

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> What the SL/HoDs will have to say during each stage of the session</p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Using semantic mapping strategy, lead tutors to recap the main issues raised in the previous PD Session.</li> <li>2. Let tutors share their experiences from the implementation of the previous PD session in the classroom.</li> <li>3. Discuss with the group the main learning outcomes and the learning indicators outlined in the lesson. Let tutors address issues that may arise. <i>(Refer to the learning outcome and indicators section of the lesson, e.g. how are the learning indicators appropriately matched with the learning outcomes?)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Do a semantic map of what they learnt from the previous PD session.</li> <li>2. Reflect and share your experiences from the implementation of the previous PD session in your class.</li> <li>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. <i>(find out how the learning indicators appropriately match with the learning outcome).</i></li> </ol>	<p><b>15 mins</b></p>

<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors use <i>tell a 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.</li> <li>2. Let tutors brainstorm on the main content of Lesson 7 and clarify issues that may arise from the discussion.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell your neighbour what you think are the key elements of the description of lesson 7 in the manual.</li> <li>2. Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion.</li> <li>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.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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. <i>(refer tutors to the teaching and learning activities section of the course manual.</i></li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the course manual.</i></li> <li>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</li> </ol>	<p><b>35 mins</b></p>

	<p>Education and Basic School Curricula.</p> <p>3. Ask tutors to describe how they will use a selected activity, e.g. group work, think-pair-share, in real classroom situation.</p>	<p>Education and Basic School Curricula.</p> <p>3. Describe to the group how you will use a selected activity in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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 tutors to the resource section of the manual).</p> <p>2. Discuss with tutors the units/chapters from the required text and additional reading materials including ICT tools, e.g. smartphone, video and indicate how they will be used in the lesson to promote learning.</p>	<p>1. Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning among all manner of learners at both the New 4-Year B.Ed and Basic levels.</p> <p>2. Discuss the units/chapters from the required textbook and the additional texts including ICT including ICT tools, e.g. smartphone, video and indicate how you will use them in the lesson to promote learning.</p>	<b>15 mins</b>
<b>Review and Evaluation (Assessment) of session</b>	<p>1. By way of recap, ask tutors to write, on a post-it note, two things they have learnt and one thing they may need further assistance in order to grasp the concepts.</p> <p>2. <i>With Two stars and a wish strategy</i>, have tutors mention two assessment instruments and procedures they have used in the session and</p>	<p>1. Write, on a post-it note, two things you have learnt and one thing you may need further assistance in order to grasp the concepts.</p> <p>2. Write on a post-it note, two assessment instruments and procedures that you have used in the session and one that</p>	<b>15 mins</b>

	one that they wish had been used.	you wish you had used.	
<b>Follow up (Enactment)</b>	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.	

Name of Course: Language and Literacy

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL**

**Lesson Topics:**

Reading and writing problem of learners.

<p><i>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></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors work in pairs to do a semantic map as recap of the previous PD Session on lesson 7 and share with others.</li> <li>2. Let tutors share their experiences gathered from the implementation of the previous ideas in the classroom.</li> <li>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. <i>(Refer tutors to the learning outcome and indicators section of the lesson. Ask them to identify whether the learning indicators and learning outcome are appropriately matched)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, do a semantic map as recap of the previous PD Session on lesson 7 and share with others.</li> <li>2. Reflect and share your experiences from the implementation of the previous ideas in your class.</li> <li>3. Discuss the main learning outcomes and the learning indicators raised in lesson 8 and ask questions for clarification. <i>(Refer to the learning outcome and indicators section of the lesson)</i></li> </ol>	<p><b>15 mins</b></p>

<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<ol style="list-style-type: none"> <li>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 lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></li> <li>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. <i>(Refer to the section on topics and subtopics in the current course manual)</i></li> <li>3. Brainstorm with tutors on the challenges they might encounter when presenting</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer and ask questions on the key elements of lesson description of lesson 8 in the manual and address issues that may arise. <i>(Refer to the lesson description in lesson 8 of the manual)</i></li> <li>2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual.)</i></li> <li>3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>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. <i>(refer to the teaching and learning activities section of the course manual.)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Move round the tables and list the teaching and learning activities needed for each of the lessons.</li> </ol>	<p><b>35 mins</b></p>

	<p>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.</p> <p>3. Ask tutors to describe how they will use a selected activity in real classroom situation. <i>(Refer tutors to the teaching and learning activity section of the manuals.)</i></p>	<p>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.</p> <p>3. Demonstrate to the group how you will use a selected strategy/activity in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

<p><b>Review and Evaluation (Assessment) of session:</b></p>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers in line with the NTEAP.</li> <li>3. Ask tutors to read lesson 9 for the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Read lesson 9 for the next PD session.</li> </ol>	<p><b>15 mins</b></p>
<p><b>Follow up (Enactment)</b></p>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>	

Name of Course: Language and Literacy

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.

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors work in pairs to recap the previous PD Session and share the main ideas or concepts with others</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, recap the previous PD Session and share with others.</li> <li>2. Reflect through discussion the lesson observed by a critical friend on the application of the ideas in the previous PD session.</li> <li>3. In pairs, discuss the main purpose of the current PD Session and that of lesson 9 and share with the larger group.</li> </ol>	<p><b>15 mins</b></p>

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

	<p>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>)</p> <p>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.</p> <p>3. Ask tutors to describe how they will use a selected strategy in real classroom situation.</p>	<p>and how they will promote the 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>)</p> <p>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.</p> <p>3. Describe to the group how you will use a selected strategy in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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.</p> <p>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</p>	<p>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.</p> <p>2. Discuss the units/chapters from the required textbook and the additional texts including ICT tools and indicate how you will use</p>	<b>15 mins</b>

	lesson to promote learning.	them in the lesson to promote learning.	
<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Ask tutors to read lesson 10 for the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Read lesson 10 for the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>	

Name of Course: Language and Literacy

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL**

**Lesson Topic:**

Assessing reading and writing.

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Put tutors in groups and let them recap the previous PD Session on Technology and developing reading and writing, teaching and learning; and share with their colleagues.</li> <li>2. Let tutors reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>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 larger group.</li> <li>4. Discuss with the tutors (in groups) the main Learning Outcome and the Learning Indicators</li> </ol>	<ol style="list-style-type: none"> <li>1. In groups, recap the previous PD Session on Technology and developing reading and writing, teaching and learning; and share with colleagues</li> <li>2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. In pairs, discuss the main purpose of the current PD Session (lesson 10) and share with the larger group.</li> <li>4. Discuss the main learning outcomes and the learning indicators raised in lesson 10 and</li> </ol>	<p><b>15 mins</b></p>

	<p>raised in lesson 10 (Technology and developing reading and writing, teaching and learning). Address issues that may arise. <i>(Refer to the learning outcome and indicators section of the lesson e.g. how the learning indicators appropriately matched with the learning outcome are?)</i></p>	<p>ask questions for clarification. <i>(Refer to the learning outcome and indicators section of the lessons e.g. Is the LI properly aligned to the LOs?)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<ol style="list-style-type: none"> <li>1. Ask tutors through questions to examine key elements of the description of lesson 10 in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual – e.g., What are main issues raised in the lesson?)</i></li> <li>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. <i>(Refer to the section on topic and subtopics in the current course manual)</i></li> <li>3. Brainstorm with tutors the challenges they might encounter when delivering the topic in the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer questions and asking questions for clarification, examine key elements of lesson 10 description in the manual and address issues that may arise. <i>(Refer to the lesson description in lesson 10 of the manual)</i></li> <li>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. <i>(Refer to the section on topic and subtopics in the current course manual)</i></li> <li>3. Brainstorm on any challenges you anticipate in the delivery the topic in the lesson.</li> </ol>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss using questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the</li> </ol>	<p><b>35 mins</b></p>

	<p>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></p> <p>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.</p> <p>3. Ask a tutor to demonstrate how she/he will use a selected activity/strategy in real classroom situation.</p>	<p>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></p> <p>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.</p> <p>3. Demonstrate to the group how you will use a selected activity/strategy in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<b>15 mins</b>

	diverse learners in your class.	among diverse learners in your class.	
<b>Review and Evaluation (Assessment) of session</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Ask tutors to read lesson 11 for the next PD session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Read lesson 11 for the next PD session.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>	

Name of Course: Language and Literacy

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.

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. 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</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, do a semantic map as recap of the previous PD Session and share with others.</li> <li>2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>3. In pairs, discuss the main purpose of the current PD Session (lesson 11) and share with the larger group.</li> </ol>	<p><b>15 mins</b></p>

	<p>4. 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. <i>(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?)</i></p>	<p>4. Discuss the main learning outcomes and the learning indicators raised in lesson 11 and contribute to how issues can be addressed. <i>(Refer to the learning outcome and indicators section of the lessons in the manual)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<p>1. Ask tutors through questions to examine key elements of the descriptions of lesson 11 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></p> <p>2. Ask tutors to examine the main content to be covered in lesson 11 and clarify issues that may arise. <i>(Refer to the section on topics and subtopics in the current course manual)</i></p> <p>3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson.</p>	<p>1. Answer questions and asking questions for clarification, examine key elements of lesson 11 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 11 of the manual)</i></p> <p>2. Examine the main content to be covered in the lesson and clarify issues that may arise. <i>(Refer to the section on topics and subtopics in the lesson in the course manual)</i></p> <p>3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson.</p>	<p><b>40 mins</b></p>

<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Through discussion, let tutors examine the various teaching and learning strategies/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 to the teaching and learning activities section of the course manual)</i></li> <li>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 Curricula</li> <li>3. Ask tutors to describe how they will use a selected activity in real classroom situation.</li> </ol>	<ol style="list-style-type: none"> <li>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 to the teaching and learning activities section of the course manual)</i></li> <li>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 Curricula.</li> <li>3. Describe to the group how you will use a selected activity in real classroom situation.</li> </ol>	<p><b>35 mins</b></p>
<p><b>Activity 3: Resources</b></p>	<ol style="list-style-type: none"> <li>1. Using question and answer technique, let tutors examine 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 level among diverse learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer and ask questions to examine 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 among diverse learners.</li> </ol>	<p><b>15 mins</b></p>

	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 manner of learners.	
<b>Review of session and Evaluation (Assessment):</b>	<p>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</p> <p>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Ask tutors to read lesson 12 for the next PD session.</p>	<p>1. Identify any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Read lesson 12 for the next PD session.</p>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	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.	

Name of Course: Language and Literacy

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.

<p><b><i>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></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>Introduction / lesson overview</b></p>	<ol style="list-style-type: none"> <li>1. Let tutors work in pairs to do a semantic map as recap of the previous PD Session on <i>The reading and writing components of the curriculum and preparing a reading and writing scheme of work</i> and share with others</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. In pairs, do a semantic map as recap of the previous PD Session on and share with others.</li> <li>2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom.</li> <li>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.</li> </ol>	<p><b>15 mins</b></p>

	<p>4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 12. Address issues that may arise. <i>(Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes?)</i></p>	<p>4. Discuss the main learning outcomes and the learning indicators raised in lesson 12 and ask questions for clarification. <i>(Refer to the learning outcome and indicators section of the lesson in your manual)</i></p>	
<p><b>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</b></p>	<p>1. Ask tutors through questions to examine key elements of the descriptions of lesson 12 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?)</i></p> <p>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 section on topics and subtopics in the current course manual)</i></p> <p>3. Brainstorm with tutors the challenges they might encounter when presenting the topic of the lesson.</p>	<p>1. Answer questions and asking questions for clarification examine key elements of lesson 12 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 12 of the manual)</i></p> <p>2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual)</i></p> <p>3. Brainstorm on any challenges you anticipate in presenting the topic of the lesson.</p>	<p><b>40 mins</b></p>
<p><b>Activity 2: Teaching and learning activities for the lesson</b></p>	<p>4. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they</p>	<p>4. Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery</p>	<p><b>35 mins</b></p>

	<p>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></p> <p>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</p> <p>6. Ask tutors to demonstrate how they will use a selected activity in real classroom situation.</p>	<p>and how they will promote the 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></p> <p>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.</p> <p>6. Demonstrate to the group how you will use a selected activity in real classroom situation.</p>	
<b>Activity 3: Resources</b>	<p>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 learners.</p> <p>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</p>	<p>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 to benefit all manner of learners.</p> <p>2. 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</p>	<b>15 mins</b>

	promote learning among diverse learners.	to promote learning among diverse learners	
<b>Review of session and Evaluation (Assessment)</b>	<ol style="list-style-type: none"> <li>1. Ask tutors to identify any outstanding issues related to the current lesson for clarification.</li> <li>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers (<i>refer to assessment section of the lesson in the manual</i>).</li> <li>3. Using discussion, lead tutors to reflect on the semester's PD sessions and make comments to improve the process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</li> <li>3. Through discussion, reflect on the semester's PD sessions and make comments to improve the process.</li> </ol>	<b>15 mins</b>
<b>Follow up (Enactment)</b>	<ol style="list-style-type: none"> <li>4. Let tutor identify a critical friend who took part in the PD session to sit in their class during lesson and discuss the lesson after.</li> </ol>	<ol style="list-style-type: none"> <li>4. Identify a critical friend who took part in the PD session to sit in your class during lesson and discuss the lesson after.</li> </ol>	

## 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 (please specify) .....	3	

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

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

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

10. Did anyone from your mentoring University visit your college to observe and participate in the PD session?		
Yes	1	Go to Q11
No	2	Skip to Q13

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

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

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

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

15. How much impact do you think the session will have on the learning of students?	
Very Good	1

Good	2
Minimal	3

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

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

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 attended	3

