

PROFESSIONAL DEVELOPMENT PROGRAMME

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

HANDBOOK FOR TUTORS





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

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.

<p>Age Phase: Early Grade, Upper Primary and Junior High School</p>	<p>Name of Subject: Language and Literacy</p> <ul style="list-style-type: none">1. English<ul style="list-style-type: none">a) Studies in poetry, prose and dramab) Introduction to literature in Englishc) Stylistics2. Ghanaian Language (GL)<ul style="list-style-type: none">a) Structure and usage of a Ghanaian languageb) Morphology and syntax of a Ghanaian Languagec) Written Literature of a Ghanaian Language
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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.

<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>	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i>	Time in session
Introduction / lesson overview	<ol style="list-style-type: none"> 1. Discuss your views on your expectation from the session. Write at least two things you learnt from the previous semester's PD session 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. 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> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	<ol style="list-style-type: none"> 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> 2. 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 respective course manuals.</i> 4. Discuss how your lessons contribute to language learning. 	40 mins

<p>Activity 2: Teaching and learning activities/strategies for the lesson</p>	<ol style="list-style-type: none"> 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 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> 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. 3. Demonstrate with a selected activity and use it in real classroom teaching situation. 	<p>35 mins</p>
<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 1. Discuss: <ol style="list-style-type: none"> 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. ii. The required text and how will be used in the lesson to promote learning among all manner of learners. iii. The additional reading materials needed and how you will use them to promote learning for instance Ghanaian Language among all manner of learners, e.g., learners with visual impairment. 	<p>15 mins</p>
<p>Review of session and Evaluation (Assessment):</p>	<ol style="list-style-type: none"> 1. Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 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. 3. Discuss the topics to be treated in advance to enable them to prepare adequately for those topics. 	<p>15 mins</p>

	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.	
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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><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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Write down the main concepts raised in the previous PD Session in the manual. 2. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback. 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 various lessons)</i> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 2. Through <i>the 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> 3. In groups, discuss any challenges you anticipate in presenting the topics of various lessons. 	<p>40 mins</p>

<p>Activity 2: Teaching and learning strategies/activities for the lesson</p>	<ol style="list-style-type: none"> 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>) 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. 3. Demonstrate the selected activity in real classroom teaching situation. 	<p>35 mins</p>
<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 1. Examine the main teaching and learning resources and how you will use them to enhance learning of the topic. <ul style="list-style-type: none"> Discuss <ol style="list-style-type: none"> i. the required text and how they will be used in the lesson to promote learning of Ghanaian Language and or English. ii. Discuss the additional reading materials needed and how you will use them to promote learning. iii. Discuss main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials (audio-visuals) and how they will be used in the lesson to promote learning at both the New 4-Year B.Ed. and Basic levels. (<i>refer to your course manual</i>) 	<p>15 mins</p>
<p>Review and Evaluation (Assessment) of session:</p>	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Discuss the topics to be treated in advance to enable them to prepare adequately for the next PD Session 	<p>15 mins</p>

Follow up (Enactment)	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.	
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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><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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session lessons and share with others. 2. Reflect through discussion on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Discuss the main learning outcomes and the learning indicators raised in lesson 3 and Ask questions for clarification. 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss any challenges you anticipate in presenting the topics in the lessons. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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)</i> 	<p>35 mins</p>

	<ol style="list-style-type: none"> 2. Discuss in pairs, the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Demonstrate to the group how you will use a selected activity in real classroom situation. 	
Activity 3: Resources	<ol style="list-style-type: none"> 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. 2. Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning of English or Ghanaian Language among all manner of learners with diverse needs. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 4 for the next PD session. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 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. 	

TUTOR PD SESSION FOR LESSONS 4 IN THE COURSE MANUAL

LESSON TOPICS:

English: Exploring various language aspects in stylistics: style and 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>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Write on a sticker note what you learnt on the main issues raised in the previous PD session on lesson three. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 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> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss any challenges you anticipate in presenting the topic and suggest ways of addressing such challenges. 	<p>40 mins</p>

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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 activities section of the lesson discussed in the manual in the PD session)</i> 2. Discuss the among yourselves the effectiveness of the suggested activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula 3. Demonstrate the selected activities in real classroom situation or close to reality. 	<p>35 mins</p>
<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 1. 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. 2. Discuss the required text and how they will be used in the lesson to promote learning. 3. Discuss the additional reading materials needed and how you will use them to promote learning. 	<p>15 mins</p>
<p>Review and Evaluation (Assessment) of session</p>	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Tutors read the topics for the next PD session. 	<p>15 mins</p>

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><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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Respond to the questions to help you recap the main issues raised in the previous lesson 2. Reflect through discussion the lessons observed by a colleague on the application of the previous PD session in the classroom. 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss any challenges you anticipate in presenting the topic. 	<p>40 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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>) 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 and GESI in the lessons. 3. Use the concepts you have acquired from the lesson in context or in real life situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic. 2. Discuss your required texts and how you will use them in the lessons to promote learning and other essential skills among all learners of diverse learning needs. 3. Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning among learners. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that arise from the post-it notes, elate to the current lesson for clarification. 2. Discuss the appropriateness of the assessment instruments and procedures used in these lessons for assessing student teachers. 3. Read the topics to be treated in the next PD session. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 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. 	

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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 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. 2. Reflect on the report of the critical friend. 3. Discuss in groups the main leaning 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 2. Stand up and move to a friend. Ask questions in the respective content areas. 3. In groups, discuss any challenges you anticipate in presenting the topic. 4. Make a presentation (oral) for whole group discussion. 	<p>40 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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> 2. Examine the appropriateness of these activities and strategies and how they will be used to enhance the twenty-first century skills and GESI in the lesson. Provide your answers on a flip chart. 3. Demonstrate the selected activities in real classroom teaching situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 2. Discuss the required text and how they will be used in the lesson to promote learning. 3. Discuss the additional reading materials needed and how you will use them to promote learning. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 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. 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. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 3. Implement the ideas in this current PD session and share your experiences in the next session. 	

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.

<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>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
Introduction / lesson overview	<ol style="list-style-type: none"> 1. Recall one thing you have learnt from the previous session on the semantic mapping used by the tutor. 2. Reflect and share your experiences from the implementation of the previous ideas in your class. 3. Discuss the main learning outcomes and the learning indicators outlined in the lessons for the PD session. Ask questions for clarification to address the issues that may arise. (find out how the learning indicators appropriately match with the learning outcomes. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	<ol style="list-style-type: none"> 1. Tell your neighbour what you think are the key elements of the descriptions of lesson 7 in the manual. 2. Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion. 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. 	40 mins
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4- 	35 mins

	<p>year B.Ed. 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"> 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. Describe to the group how you will use a selected activity in real classroom situation. 	
Activity 3: Resources	<ol style="list-style-type: none"> Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B. Ed and Basic levels. Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 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. 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. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> Implement the ideas in this current PD session and share your experiences in the next session. 	

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)

<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>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	Time in session
Introduction / lesson overview	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on lesson 7 and share with others. 2. Reflect and share your experiences from the implementation of the previous ideas in your class. 3. Discuss the main learning outcomes and the learning indicators raised in lesson 8 and Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons)</i> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	<ol style="list-style-type: none"> 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> 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> 3. You anticipate in presenting the topic in the lesson. 	40 mins
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Move round the tables and list the teaching and learning activities needed for each of the lessons. 2. Discuss in pairs, the appropriateness of the activities and strategies and show how they will 	35 mins

	<p>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>	
Activity 3: Resources	<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>	15 mins
Review and Evaluation (Assessment) of session:	<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 9 for the next PD session.</p>	15 mins
Follow up (Enactment)	<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>	

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.

<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>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
Introduction / lesson overview	<ol style="list-style-type: none"> 1. In pairs, recap the previous PD Session on and share with others. 2. Reflect through discussion the lesson observed by a critical friend on the application of the ideas previous PD session. 3. In pairs, discuss the main purpose of the current PD Session and that of lesson 9 and share with the larger group. 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> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	<ol style="list-style-type: none"> 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> 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> 	40 mins

	3. Discuss any challenges you anticipate in presenting the topic in the lesson.	
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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</i>) 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. 3. Describe to the group how you will use a selected activity in real classroom situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 10 for the next PD session. 	15 mins
Follow up (Enactment)	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.	

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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In groups, recap the previous PD Session on 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. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session (lesson 10) and share with the larger group. 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> 	<p>15 mins</p>

Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)	<ol style="list-style-type: none"> 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> 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 topics and subtopics in the current course manual)</i> 3. Brainstorm on any challenges you anticipate in the delivery the topic in the lesson. 	40 mins
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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> 2. <i>Think-pair-share</i> your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Demonstrate to the group how you will use a selected activity/strategy in real classroom situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures 	15 mins

	<p>used in this lesson for assessing student teachers.</p> <p>3. Read lesson 11 for the next PD session.</p>	
Follow up (Enactment)	<p>1. 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.</p>	

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 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>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session (lesson 11) and share with the larger group. 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> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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> 2. Discuss in pairs, the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Describe to the group how you will use a selected activity in real classroom situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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. 	15 mins
Review of session and Evaluation (Assessment):	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 12 for the next PD session. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 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. 	

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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 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. 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</p>	<ol style="list-style-type: none"> 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> 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>40 mins</p>

	Brainstorm on any challenges you anticipate in presenting the topic of the lesson.	
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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>) 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. 3. Demonstrate to the group how you will use a selected activity in real classroom situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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 	15 mins
Review of session and Evaluation (Assessment)	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Through discussion, reflect on the semester’s PD sessions and make comments to improve the process. 	15 mins

READING AND WRITING

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.

<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>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Write at least two things you learnt from the previous semester’s PD session on speaking and listening. 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. 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 and indicators section of the lesson</i> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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 description in the course manual).</i> 2. 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> 	<p>40 mins</p>

	3. Discuss how the lesson contributes to language learning.	
Activity 2: Teaching and learning activities/strategies for the lesson	<ol style="list-style-type: none"> 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>) 2. Discuss and examine the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula. 3. Demonstrate with a selected activity and use it in real classroom teaching situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss in groups: <ol style="list-style-type: none"> 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. ii. The required text and how it will be used in the lesson to promote learning of the topic among all manner of learners. iii. The additional reading materials needed and how you will use them to promote learning among all manner of learners, e.g. visually impaired. 	15 mins
Review of session and Evaluation (Assessment):	<ol style="list-style-type: none"> 1. Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in the lesson for assessing student teachers. 3. Read about the topic to be treated in the next PD session as advance preparation. 	15 mins

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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Write down the main concepts raised in the previous PD Session in the manual. 2. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback. 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> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. In groups, discuss challenges you anticipate in presenting the topics of various lessons. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning strategies/activities for the lesson</p>	<ol style="list-style-type: none"> 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> 	<p>35 mins</p>

	<ol style="list-style-type: none"> 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. 3. Demonstrate the selected strategy/activity in a real classroom teaching situation. 	
Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss and examine the main teaching and learning resources and how you will use them to enhance learning of the topic. <ol style="list-style-type: none"> i. the required texts and how they will be used in the lesson to promote learning. ii. the additional reading materials needed and how you will use them to promote learning. iii. the 3 main teaching and learning resources including ICT tools (smartphones, projectors, video) and inclusive materials (audio-visuals) and how they will be used in the lesson to promote learning at both the New 4-Year B.Ed. and Basic levels. (<i>refer to course manual</i>) 	15 mins
Review and Evaluation (Assessment) of session:	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read in advance the topic to be treated in the next PD Session 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 1. 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. 	

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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session lesson and share with others. 2. Reflect through discussion, on the lesson observed by a colleague, on the application of the previous PD session in the classroom. 3. Discuss the main learning outcomes and the learning indicators raised in lesson 3 and Ask questions for clarification. 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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> 2. Discuss in pairs, the appropriateness and effectiveness of the activities and strategies and 	<p>35 mins</p>

	<p>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>	
Activity 3: Resources	<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>	15 mins
Review and Evaluation (Assessment) of session	<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 4 for the next PD session.</p>	15 mins
Follow up (Enactment)	<p>1. 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>	

TUTOR PD SESSION FOR LESSONS 4 IN THE COURSE MANUAL

LESSON TOPICS:

Components 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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Discuss the main issues raised in the previous PD session on lesson three. 2. Reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 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> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss challenges that you will face in presenting the topic and suggest ways of addressing such challenges. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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 and learning activities section of the lesson discussed in the manual in the PD session</i> 	<p>35 mins</p>

	<ol style="list-style-type: none"> 2. Discuss among yourselves the effectiveness of the suggested activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula 3. Demonstrate the selected activities in real classroom situation. 	
Activity 3: Resources	<ol style="list-style-type: none"> 1. 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. 2. Discuss the required texts and how they will be used in the lesson to promote learning. 3. Discuss the additional reading materials needed and how they will be used to promote learning. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment strategies used in this lesson for assessing student teachers. 3. Tutors read the topics for the next PD session. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 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. 	

TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

LESSON 5 TOPIC:

Stages of reading and writing development

<p>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</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. Respond to the questions to help you recap the main issues raised in the previous lesson 2. Reflect through discussion the lessons observed by a colleague on the application of the previous PD session in the classroom. 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss any challenges you anticipate in presenting the topic. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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>35 mins</p>

	<ol style="list-style-type: none"> 2. Discuss the appropriateness and effectiveness of the activities and strategies in the achievement of the objectives of the lesson and how they will be used to enhance the core and transferable skills and GESI in the lessons. 3. Use the concepts you have acquired from the lesson in context or in real life situation. 	
Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic. 2. Discuss the required texts and how you will use them in the lessons to promote learning and other essential skills among all learners of diverse learning needs. 3. Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning among learners. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that arise from the post-it note that relate to the current lesson for clarification. 2. Discuss the appropriateness of the assessment instruments and procedures used in these lessons for assessing student teachers. 3. Read the topics to be treated in the next PD session. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 1. 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. 	

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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 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. 2. Reflect on the report of the critical friend on lesson taught on the last PD session. 3. Discuss in groups the main leaning 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 2. Stand up and move to a friend. Ask him/her the main content to be covered in the lesson for the PD Session. 3. In groups, discuss any challenges you anticipate in presenting the topic. 4. Make a presentation (oral) on the challenges of teaching the content for whole group discussion. 	<p>40 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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> 2. Examine the appropriateness and effectiveness of these activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson. Provide your answers on a flip chart and share with the bigger group. 3. Demonstrate how a selected activity can be used in real classroom teaching situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 2. Discuss the required text and how they will be used in the lesson to promote learning. 3. Discuss the additional reading materials needed and how you will use them to promote learning. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 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. 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. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 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. 	

TUTOR PD SESSION FOR LESSONS 7 IN THE COURSE MANUAL

LESSON TOPICS:

Reading and writing developing practices.

<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>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	<ol style="list-style-type: none"> 1. Do a semantic map of what they learnt from the previous PD session. 2. Reflect and share your experiences from the implementation of the previous PD session in your class. 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>). 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)	<ol style="list-style-type: none"> 1. Tell the person next to you what you think are the key elements of the description of lesson 7 in the manual. 2. Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion. 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. 	40 mins
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 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 Basic School Curricula. (<i>refer to the teaching and learning activities section of the course manual</i>) 	35 mins

	<ol style="list-style-type: none"> 2. Discuss in pairs, the appropriateness of the activities and strategies and how they will be used to enhance the twenty-first century skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Describe to the group how you will use a selected activity in real classroom situation. 	
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 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. 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. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 3. Implement the ideas in this current PD session and share your experiences in the next session. 	

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><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>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on lesson 7 and share with others. 2. Reflect and share your experiences from the implementation of the previous ideas in your class. 3. Discuss the main learning outcomes and the learning indicators raised in lesson 8 and ask questions for clarification. <i>(Refer to the learning outcome and indicators section of the lesson)</i> 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Move round the tables and list the teaching and learning activities needed for each of the lessons. 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>35 mins</p>

	3. Demonstrate to the group how you will use a selected strategy/activity in real classroom situation.	
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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. 	15 mins
Review and Evaluation (Assessment) of session:	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 9 for the next PD session. 	15 mins
Follow up (Enactment)	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.	

TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL

LESSON TOPICS:

Technology and developing reading and writing, teaching and learning.

<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 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>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, recap the previous PD Session and share with others. 2. Reflect through discussion the lesson observed by a critical friend on the application of the ideas in the previous PD session. 3. In pairs, discuss the main purpose of the current PD Session and that of lesson 9 and share with the larger group. 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Discuss any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Discuss 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</i>) 2. <i>Think-Pair-Share</i> your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Describe to the group how you will use a selected strategy in real classroom situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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. 	15 mins
Review and Evaluation (Assessment) of session	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 10 for the next PD session. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 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. 	

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL

LESSON TOPIC:

Assessing 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 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>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In groups, recap the previous PD Session on Technology and developing reading and writing, teaching, and learning; and share with colleagues. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session (lesson 10) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 10 and 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Brainstorm on any challenges you anticipate in the delivery the topic in the lesson. 	<p>40 mins</p>

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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> 2. <i>Think-pair-share</i> your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Demonstrate to the group how you will use a selected activity/strategy in real classroom situation. 	<p>35 mins</p>
<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 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. 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. 	<p>15 mins</p>
<p>Review and Evaluation (Assessment) of session</p>	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 11 for the next PD session. 	<p>15 mins</p>
<p>Follow up (Enactment)</p>	<ol style="list-style-type: none"> 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. 	

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><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>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session (lesson 11) and share with the larger group. 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content) : (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 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>) 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. 3. Describe to the group how you will use a selected activity in real classroom situation. 	<p>35 mins</p>
<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 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. 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. 	<p>15 mins</p>
<p>Review of session and Evaluation (Assessment):</p>	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 12 for the next PD session. 	<p>15 mins</p>

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><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 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>Introduction / lesson overview</p>	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 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. 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>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 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> 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> 3. Brainstorm on any challenges you anticipate in presenting the topic of the lesson. 	<p>40 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Using questions and answers, 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. curriculum and the Basic School Curriculum. <i>(Refer to the teaching and learning activities section of the course manual)</i> 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 Curricula. 3. Demonstrate to the group how you will use a selected activity in real classroom situation. 	35 mins
Activity 3: Resources	<ol style="list-style-type: none"> 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. 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 	15 mins
Review of session and Evaluation (Assessment)	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Through discussion, reflect on the semester’s PD sessions and make comments to improve the process. 	15 mins
Follow up (Enactment)	<ol style="list-style-type: none"> 4. Identify a critical friend who took part in the PD session to sit in your class during lesson and discuss the lesson after. 	

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

Introduction

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

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

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

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

