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

HANDBOOK FOR TUTORS





Wisdom, Knowledge and Prudence

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The Government of Ghana







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Foreword

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

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

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

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

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

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

Robin Todd Executive Director, T-TEL February 2022

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Age Levels/s: Early Grade (EG), Upper Primary (UP) and JHS Name of Subject: Literacy Across the Curriculum

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1a Introduction to the PD Session for the Semester Two	 1.1 Contribute to the discussion on the purpose of the course for all specialisms. 1.2 Answer and ask questions to come out with the age levels covered in the subject and group yourself according to the age level you are teaching, e.g. <i>Early Grade, Upper Primary and JHS.</i> 1.3 Form groups according to your specialism and discuss the main elements of the course description of your manual. <i>E.g. concept of literacy across the curriculum, importance, principles and practice and practicing of literacy across the curriculum, integrating subject specific literacy approaches to teaching the course and assessment of the course and integration of NTS and NTECF into the course manual for details)</i> 	20 mins

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1.4 Answer probing questions to identify the two main continuous assessment components of the course. Example,	
These are Component 1 (Subject Portfolio Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation of the subject portfolio and Component 2: Subject	
Project (30%) made up of introduction, methodology, main section and conclusion. (<i>refer to assessment</i> <i>section of the course manual for details</i>). Ask question for further clarifications.	
 1.5 Identify at least four things you learnt from the previous PD session. Examples, The concept of children's literature, types, scope, values, role of parents and teachers, assessing children's literature and teaching children's literature, 	
etc. 1.6 In groups of specialisms, discuss the introductory part of the lesson (Lesson 1 - (<i>The concept and</i> importance of Literature Among the survivulum) for	
 <i>importance of Literacy Across the curriculum</i>) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – (large class size and lack of knowledge on the definition and importance of literacy across the curriculum).). 	
 Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, digital literacy and inclusivity) Lesson delivery mode (face to face, individualised 	
learning, seminar, etc) - LOs (Demonstrate knowledge and understanding of the concept and importance of literacy across the EG, UP and JHS curriculum, principles and practice and planning for cross-curricula literacy and	
misconceptions about literacy across the curriculum (NTS 2b, 3i, m) - LIs (Define with examples the concept of literacy across the curriculum and Identify the importance of cross-curricula literacy in academic success)	
1.7 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.	

1b Introduction to the Session	Outcome of discussion Content: The concept and importance of Literacy Across the curriculum (definition of literacy across the curriculum and importance of literacy across the curriculum) Distinctive feature The concept of literacy across the curriculum will be the same for all levels but the may differ slightly from level to level in terms of importance In the Early Grade, the importance of literacy across the curriculum will not be visible to learners immediately, while the Upper Primary and JHS learners will have immediate use of literacy across the curriculum in their academic work. Ask questions on issues that need more clarification. e.g. how are the indicators related to the learning outcomes?)	
Q 2 Concept Development (New learning likely to arise in lesson/s)	 2.1 Brainstorm to identify the main content to be covered in lesson 1 (the concept and importance of literacy across the curriculum and clarify issues that may arise from the discussion. 2.1.1 Use think-pair-share strategy come out with the main issue to be covered in lesson 1 and clarify issues that may arise from the discussion. 	15 mins
	 2.1.1 Turn to lesson 1 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. Subtopics include <i>Definition, types, scope of literacy across the curriculum and the importance</i>. The lesson is linked to the previous lesson children's literature because literacy across the curriculum ensures language acquisition and academic success). acquisition). 2.2 Form groups based on your specialism and discuss the challenges you might encounter when presenting some specific subtopics of the lesson. 2.2.1 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. 	

	 2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Graphic organiser, school visits, problem solving and class discussion. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 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. Collaborate with tutors to address issue raised. (refer to the teaching and learning activities section of the course manual) 	40 mins
	 3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (<i>inclusivity, critical thinking, communication, etc.</i>) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula. <i>E.g. problem solving and graphic organiser will promote critical thinking, creativity, observation and enquiry skills, while class discussion will enhance gender equity by giving equal opportunity to both males and females.</i> 	
	 3.3 Brainstorm and discuss as a class and identify the continuous assessments used for the lesson. Continuous assessment 1- write a one-page report on interaction with teachers on school visit on the importance of literacy across the curriculum for your subject portfolio. 	
	- Continuous assessment 2 –A 10-minute group oral poster presentation on definition and importance of literacy across the curriculum Discuss the challenges you may anticipate using these assessment strategies.	
	 3.4 Use pair work to discuss 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 for all manner of learners. 	

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	 the required text (Active literacy across the curriculum: Strategies for reading, writing, speaking and listening) and how it will be used in the lesson to promote learning. the additional reading materials (<i>Content-Area Writing: Every Teacher's Guide</i>) needed and how you will use them to promote learning among all manner of learners. 	
	Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	
	 3.5 Model a selected activity (e.g. graphic organiser) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. Note key points in the PD Session to use in your teaching of the lesson in your class. 	
4. Evaluation and review of session:	4.1 Do a semantic map of what you have learned in the PD session as recap and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session (the principles of literacy across the curriculum) and do advance reading.	

Age Levels/s: Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course: Literacy Across the Curriculum

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	 1.1 Write down the main ideas raised in the previous PD Session on <i>Definition and importance of literacy</i> <i>across the curriculum E.g. enhances effective</i> <i>communication skills in disciplines.</i> 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 2 - (The concept and importance of Literacy Across the curriculum) for the current PD Session, which include barriers, core and transferable skills, lesson 	20 mins
	 delivery modes and learning outcomes and indicators. Example, Barriers – (Student teachers may not know the definition and importance of literacy across the curriculum and large class size) Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, inclusivity (including gender, etc) Lesson delivery mode (face to face, individualised learning, seminar, e-learning,) 	

Tutor PD Session for Lesson 2 in the Course Manual

		 - LO (Demonstrate knowledge and understanding of the concept and importance of literacy across the EG, UP and JHS curriculum, principles and practice and planning for cross-curricula literacy and misconceptions about literacy across the curriculum (NTS 2b, 3i, m) - LIs - Identify the principles and practice of literacy across the curriculum - Identify subject specific literacy in the EG, UP and JHS curriculum at word, sentence and text levels. Write down key notes as the PD Session progresses to help you teach the lesson effectively in your class. 1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of literacy across the curriculum and subject specific literacy in the curriculum at word, sentence and practice of literacy across the curriculum and subject specific literacy in the curriculum at word, sentence and text levels. 1.5 Distinctive feature E.g. the principles and practice of literacy across the curriculum may be the same for all levels but subject specific literacy in the curriculum at word, sentence and text levels at EG, UP and JHS levels. Ask questions on issues that need more clarification. e.g. How are the indicators related to the learning outcomes? 	
2.	Concept Development (New learning likely to arise in lesson/s):	 2.1 Read and discuss the course manual, to come out with the main content and subtopics to be covered in lesson 2 and clarify issues that may arise from the discussion. Expected answer: - the principles and practice of literacy across the curriculum and subject specific literacy in the EG, UP and JHS curriculum at word, sentence and text levels 	15 mins

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		 2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>students' language background</i> 2.4 Discuss the suggested strategies in the manual and 	
		 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Group work/poster session, Think, pair and share and school visits 	
3.	Planning for teaching, learning and assessment activities for the lesson	 3.1 Answer and question to deliberate on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual) 3.2 Brainstorm individually and share with group the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (inclusivity, critical thinking, communication, etc.) and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and STS and share with colleagues. For example, using group work, think-pair-share, school visit will ensure critical thinking, inclusivity, observation and enquiry skills, collaboration, creative skills and communication. i.e. give equal attention to both sexes and give females opportunity to lead. 3.3 Discuss as a class and identify the continuous 	40 mins
		assessments used for the lesson. - Continuous assessment 1 - Do group poster presentation on the principles of literacy across the curriculum and subject specific examples.	

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	- Continuous assessment 2 - Let students write a page reflective journal on principles teachers observe in	
	practicing literacy across the curriculum.	
	Discuss the challenges you may anticipate using these	
	assessment strategies.	
	3.4 Discuss 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	
	- the required text (Active Literacy Across the	
	Curriculum: Strategies for reading, writing, speaking,	
	and listening (3rd Edition) and how it will be used in	
	the lesson to promote learning.	
	- the additional reading materials (Developing Content	
	Area Literacy: 40 Strategies for Middle and Secondary	
	Classrooms (Volume 2) (Second Edition) needed and	
	how you will use them to promote learning among all	
	manner of learners.	
	Discuss challenges likely to be encountered in using	
	the resources, e.g. students' inability to read and	
	understand the textbook.	
	3.5 Model a selected activity (e.g. think-pair-share) in	
	real classroom teaching situation to come out with	
	how it will promote GESI and core and transferable skills.	
	SKIIIS.	
4. Evaluation and	4.1 Make a semantic map to recap the main issues in	15 mins
review of session	the PD session and discuss any outstanding issues	
	that relate to session for clarification.	
	4.2 Identify an objective friend who took part in the PD	
	session to sit in your class during lesson and report	
	on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD	
1	Session and do advance reading.	

Age Levels/s: Early Grade (EG), Upper Primary (UP) and JHS

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session and clarification on any aspect of the lesson. 	 1.1 Contribute to discussion to recap the main ideas deliberated on in the previous PD Session on the principles and practice of literacy across the curriculum and subject specific literacy in the curriculum at word, sentence and text levels at EG, UP and JHS levels. Discussion outcome Assessing early and providing appropriate instructional intervention, and developing teachers' knowledge, analytical skills and abilities to orchestrate the many facets of language, literacy and learning, etc. 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 3 - (Misconceptions and dealing with the misconceptions of literacy across the curriculum) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – large class size and student teachers may not know that there are misconceptions about literacy across the curriculum. 	20 mins

Tutor PD Session for Lesson 3 in the Course Manual

	 Core and transferable skills -communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender) Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc) LO Demonstrate knowledge and understanding of the concept and importance of literacy across the EG, UP and JHS curriculum, principles and practice and planning for cross-curricula literacy and misconceptions about literacy across the curriculum (NTS 2b, 3i, m) LIs (Identify misconceptions of literacy across the curriculum and how to address the misconceptions) (refer to lesson of course manual) Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class. 1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. Outcome of discussion - Content: The lesson deals with the misconceptions of literacy across the curriculum and how to deal with the misconceptions. 1.5 Distinctive features Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism. Ask questions on issues that need more clarification. e.g. How are the indicators in the lesson related to the learning outcome? 	
2. Concept Development (New learning likely to arise in lesson/s):	 2.1 Read and come out with the main content and subtopics to be covered in lesson 3, share with class and clarify issues that may arise from the discussion and how it is linked with the previous lesson. Question: What are the main items and subtopics in the content of the lesson? Expected answer: Main content of the lesson is misconceptions about literacy across the curriculum with the subtopic how to deal with the misconceptions of literacy across the curriculum. 2.2 Discuss in specialism groups/pairs the challenges you might encounter when presenting some specific subtopics of the lesson. 	15 mins

	 2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. students' weak language background, lack of knowledge on the topic. 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Brainstorming, class discussion, school visit and pair work. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Discuss through answering and asking of questions to brainstorm on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual) 	40 mins
	 3.2 Work in pair based on your specialism on 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 (B.ED) and Basic School Curricula and organisation of STS and share with colleagues. For example, using class discussion will ensure critical thinking, inclusivity, collaboration, digital literacy, leadership skills and communication skills. 	
	 3.3 Discuss as a class and identify the continuous assessments used for the lesson. Continuous assessment 1 - group presentation on the misconception of literacy across the curriculum at early grade level and addressing the misconceptions. Continuous assessment 2 - Let students write a 2-page 	
	 Continuous assessment 2 - Let students write a 2-page report on their school visit about how teachers deal with deal with misconceptions on literacy across the curriculum. 3.4 Discuss in pairs based on specialism 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 and all manner of 	

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	learners. E.g. use smartphone to search for information on the topic and share with colleagues.	
	- the required text (Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3rd Edition) and how it will be used in the lesson to promote learning.	
	- the additional reading materials (<i>Classroom strategies</i> for interactive learning (4th ed) needed and how you will use them to promote learning among all manner of learners. (<i>refer to manual for details</i>)	
	Discuss with colleagues the challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	
	3.5 Model a selected activity (e.g. brainstorming) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
5. Evaluation and review of session:	4.1 Tell a friend what you recall about the lesson to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session (Ways of applying Literacy Across the Curriculum) and do advance reading.	

Age Levels/s: Early Grade (EG), Upper Primary (UP) and JHS

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	 1.1 Contribute to discussion by answering questions to recap the main ideas deliberated on <i>misconception of literacy across the curriculum and addressing the misconceptions. (E.g. What are the misconceptions of literacy across the curriculum?)</i> Answer: Literacy across the curriculum means integration of disciplines. 1.2 Share reflections on the lesson observed on the application of the previous PD session in the 	20 mins
	 application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 4) (Ways of applying Literacy Across the Curriculum for EG, UP and JHS levels) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – (Student teachers may not be aware of the various ways of applying literacy across the curriculum, large class size). 	

Tutor PD Session for Lesson 4 in the Course Manual

	 Core and transferable skills (communication, critical thinking, inclusivity – including gender - observation and enquiry skills, digital literacy) Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc) LO (Demonstrate knowledge and understanding of ways to apply literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25) for EG, UP and JHS levels. LIs Identify ways of applying literacy across the curriculum in EG, UP and JHS Identify approaches to cross- curricular literacy. (refer to lesson manual for details) Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class. 1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. Outcome of discussion Content: The lesson deals with the ways of applying curriculum across the curriculum at the EG, UP and JHS levels. (refer to course manual) 1.5 Distinctive features Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. The ways of applying curriculum across the curriculum and approaches to literacy across the curriculum the various levels will have some differences. 	
	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
Q 2 Concept Development (New learning likely to arise in lesson/s):	2.1 Read and share what you found with a colleagues and later share with the entire class on the content to be covered in lesson 4, share with class and clarify issues that may arise from the discussion.Question: What are the main items in the content of the lesson?	15 mins
	Expected answer: Main content of the lesson are ways of applying literacy across the curriculum, while the subtopics include approaches to teaching literacy across the curriculum and how to ensure its effectiveness.	

	 2.2 Turn to lesson 4 in the course manual and examine the aspects that link to student-teachers' previous knowledge principles and practice of literacy across the curriculum at the EG, UP and JHS levels. 2.3 Discuss in specialism group the challenges you might face teaching the subtopics in the lesson. 2.4 Contribute to discussion to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. students' weak language background 2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. E.g. debate, discussion, 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 school visit and seminar 3.1 Work in pairs on the suggested teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual) 	40 mins
	 3.2 Work in pairs based on their specialism on 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using debate will ensure critical thinking collaboration, digital literacy, and communication skills. 	
	 3.3 Discuss as a class and identify the continuous assessments used for the lesson. Continuous assessment 1 – A short quiz of about 10 multiple choice items to test students' teachers' understanding of ways of applying literacy across the curriculum and approaches to cross- curricular literacy. Continuous assessment 2 - Write a 200 words reflective journal on the approaches teachers use in applying cross-curricula literacy for the subject portfolio). 	

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	3.4 Brainstorm on 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	
	 the required text (Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3rd Edition) and how it will be used in the lesson to promote learning. the additional reading materials (Classroom strategies for interactive learning (4th ed) needed and how you will use them to promote learning among all manner of learners. 	
	Brainstorm on the challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook and discuss with colleagues.	
	3.5 Model a selected activity (e.g. <i>debate</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Use discussion to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session and do advance reading (Challenges of applying Language Across the Curriculum (LAC) and dealing with the attendant challenges).	

Age Levels/s:	
Early Grade (EG), Upper Primary (UP) and JHS	

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session tutors might require clarification on any aspect of the lesson. 	 1.1 Contribute to discussion to recap the main ideas deliberated upon on the ways of applying and approaches to literacy across the curriculum. (E.g. What are the various ways of applying and approaches to literacy across the curriculum (E.g. What are the various ways of applying and approaches to literacy across the curriculum?) Expected Answer: Make strong links between school and home, etc. 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 5 - (Challenges of applying Language Across the Curriculum (LAC) and dealing with the attendant challenges) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – (large class size and student teachers may not know the challenges of applying Language Across 	20 mins

Tutor PD Session for Lesson 5 in the Course Manual

	the Curriculum and how to deal with the challenges for EG, UP and JHS).	
	- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, inclusivity)	
	- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)	
	- LO - Demonstrate knowledge and understanding of ways to apply literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))	
	- LI - Discuss the challenges of implementing literacy across the curriculum	
	- Examine ways the challenges to implementing literacy across the curriculum can be addressed.	
	Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.	
	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.	
	Outcome of discussion - Content: The lesson deals with the various challenges of applying Language Across Curriculum in EG, UP and JHS.	
	 1.5 Distinctive features Brainstorm and share the distinctive features that may occur in the lesson at the various levels of specialism. E.g. The challenges and dealing with the challenges of teaching literacy across the curriculum may differ from level to level. For example, language use and scope at the EG may differ from UP and JHS where the disciplines are many and more language use will be involved. 	
	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Group yourself according to your specialism, read and discuss the main content to be covered in lesson 5, share with class and clarify issues that may arise from the discussion.	15 mins
	Question: What are the main items and subtopics in the content of the lesson?	

	 Expected answer: Challenges of teaching/applying literacy across the curriculum and addressing the challenges 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.2 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. students' weak language background 2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Group work, oral presentations, think-pair-share and school visit. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Answer and ask questions to help understand and apply 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 and STS organisation.	40 mins
	Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)	
	 3.2 Brainstorm on 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using group work will ensure critical thinking, leadership skills, inclusivity (groups can be led by females), digital literacy, and communication skills. 	
	 3.3 Discuss as a class and identify the continuous assessments used for the lesson. Continuous assessment 1 Student teachers write a one-page report on challenges teachers face when teaching literacy across the curriculum and how they address the challenges. 	

		,
	 Continuous assessment 2 - Write a two-page assignment by comparing the challenges and how they were addressed on teaching literacy across the curriculum you observes during your school visit with what you discussed on the topic in class) 3.4 Contribute to discussion by answering and asking questions on 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 the required text (<i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening (3rd Edition)</i>) and how it will be used in the lesson to promote learning. the additional reading materials (<i>Classroom strategies for interactive learning (4th ed)</i>). needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook. 3.5 Model a selected activity (e.g. <i>think-pair-share</i>) in real classroom teaching situation to come out with 	
	how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Answer and ask questions to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session (listening and speaking and Literacy across the curriculum) and do advance reading.	

Age Levels/s: Early Grade (EG), Upper Primary (UP) and JHS Name of Subject/Course: Literacy Across the Curriculum

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	 1.1 Do individual semantic mapping to recap the main ideas in the previous PD Session on <i>Challenges of applying Language Across the Curriculum (LAC) and dealing with the attendant challenges</i> and share with your specialism group. 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - (<i>Listening and speaking and Literacy across the curriculum</i>) for EG, UP and JHS) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – (large class size and student teachers may not know that the integration of listening and speaking as literacy skills help them in articulating their wring in their subject area to their colleagues). 	20 mins

Tutor PD Session for Lesson 6 in the Course Manual

	- Core and transferable skills (critical thinking, observation	
	and enquiry skills, inclusivity digital literacy) - Lesson delivery mode (face to face, individualised	
	learning, seminar, e-learning)	
	icuming, seminar, e rearningy	
	- LO (. Integrate subject specific literacy into (listening,	
	speaking, reading and writing) into planning, teaching and	
	assessing across the EG, UP and JHS curriculum and	
	strategies to improve literacy across the curriculum (NTS	
	2b, NTECF bullet 7 (p. 25))	
	- LI (Use listening and speaking to engage with others in	
	groups and class discussions, learn collaboratively and	
	explain their writing in their subject areas) (refer to course	
	manual for details)	
	Note key ideas as the PD Session progresses to help you	
	teach the lesson effectively in your class.	
	1.4 Discuss in specialism groups the overview of the	
	content of the lesson and identify any distinctive aspect	
	of the lesson.	
	Outcome of discussion - Content: The lesson deals with the lesson deals with	
	listening and speaking and Literacy across the curriculum	
	for EG, UP and JHS levels for EG, UP and JHS levels.	
	1.5 Distinctive features	
	Think-pair-share on the distinctive features that may occur	
	in the lesson at the various levels of specialism.	
	E.g. the strategies for using speaking and listening in	
	literacy across the curriculum for EG will be different from	
	UP and JHS. For example, producing and identifying sounds	
	and applying them in other disciplines for EG as oppose to	
	UP and JHS learners dealing with words, phrases and	
	sentences.	
	Ack augstions on issues that need more clarification	
	Ask questions on issues that need more clarification.	
	e.g. What can be done to achieve the indicators in the lesson?	
2. Concept	2.1 As a class, read and discuss the main content to be	15 mins
Development	covered in lesson 6, and clarify issues that may arise	
(New learning	from the discussion.	
likely to arise in	Question: What are the main items and subtopics in the	
lesson/s):	content of the lesson?	
	Expected answer: Main content of the lesson: Listening	
	Expected answer. Wain content of the lesson. Esterning	

3. Planning for teaching, learning and	 The subtopics are the concept of listening and speaking in literacy across the curriculum, listening and speaking for learning and ways listening and speaking can be applied to explain writing in the subject area. These are linked to the previous PD Session of challenges to applying literacy across the curriculum. 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>The challenge of integrating listening and speaking in literacy across the curriculum, getting information on the topic.</i> 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: brainstorming, class discussion, demonstration and school visit. 3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the 	40 mins
	choose the most appropriate ones for teaching the	
	visit.	
teaching,	apply the various teaching and learning activities used	40 mins
assessment activities for the lesson/s	content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to address issue identifies. (refer to the teaching and learning activities section of the course	
activities for the	School Curricula. Contribute to address issue identifies. <i>(refer to the</i>	

		I
	- Continuous assessment 1 - Write (a page) on how teachers use listening and speaking to enhance literacy	
	across the curriculum at EG, UP and JHS to benefit learners	
	for their subject portfolio.	
	- Continuous assessment 2 - A short quiz (about 10	
	multiple choice items) on integrating listening and	
	speaking in other disciplines.	
	3.4 Contribute to discussion by answering and asking	
	questions on	
	- 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	
	- the required text (Active Literacy Across the Curriculum:	
	Strategies for Reading, Writing, Speaking, and Listening	
	(<i>3rd Edition</i>) and how it will be used in the lesson to	
	promote learning.	
	- the additional reading materials (<i>Classroom strategies for</i>	
	<i>interactive learning (4th ed))</i> needed and how you will use them to promote learning among all manner of learners.	
	Discuss challenges likely to be encountered in using the	
	resources, e.g. inadequate information on the topic.	
	3.5 Model a selected activity (e.g. <i>Demonstration</i> in real	
	classroom teaching situation to come out with how it	
	will promote GESI and core and transferable skills.	
4. Evaluation and	4.1 Brainstorm individually to recall the main issues in the	15 mins
review of	PD session and share with colleagues and discuss any	
session:	outstanding issues that relate to session for	
	clarification.	
	4.2 Identify a critical friend who took part in the DD session	
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on	
	observation during next PD session.	
	4.3 Listen to overview on the topic <i>Reading and Literacy</i>	
	Across the Curriculum for EG, UP and JHS for the next	
	PD Session and do advance reading.	

TUTOR PD SESSION

Age Levels/s: Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course: Literacy Across the Curriculum

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet	Guidance Notes on Tutor Activity during the PD Session.	Time in
points provide the	What PD Session participants (Tutors) will do during each	session
frame for what is to	stage of the session.	
be done in the		
session. The SWL		
should use the		
bullets to guide what		
they write for the		
SL/HoD and tutors to		
do and say during		
each session. Each		
bullet needs to be		
addressed and		
specific reference		
should be made to		
the course manual/s.		
1. Introduction to	1.1 In group discussion, recap the main ideas in the	20 mins
the session	previous PD Session on (Listening and speaking and	
	literacy across the curriculum - the concept of listening	
	and speaking in literacy across the curriculum,	
	listening and speaking for learning and ways listening	
	and speaking can be applied to explain writing in the	
	subject area)	
	1.2 Share reflections on the lesson observed on the	
	application of the previous PD session in the	
	classroom and discuss with colleagues.	
	1.2 In groups of specialisms, read individually and discuss	
	1.3 In groups of specialisms, read individually and discuss	
	the introductory part of the lesson (Lesson 7 -	

(Reading and Literacy Across the Curriculum for EG, UP and JHS or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.
Example,
- Barriers – (large class size and student teachers may not
be aware of early grade children's literature materials preparation).
- Core and transferable skills (critical thinking, communication, observation and enquiry skills, inclusivity, digital literacy)
- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)
- LO Integrate subject specific literacy into (listening,
speaking, reading and writing) into planning, teaching
and assessing across the EG, UP and JHS curriculum and
strategies to improve literacy across the curriculum (NTS
2b, NTECF bullet 7 (p. 25))
- LIs - Use reading to locate information, ensure meaning
securely, summarise content and ideas, establish
familiarity with technical and specialised vocabulary,
synthesise and adapt materials read and make notes in a
specific discipline.
Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.
1.4 Discuss in specialism groups the overview of the
content of the lesson and identify any distinctive
aspect of the lesson.
Outcome of discussion
- Content: The lesson deals Reading and Literacy Across
the Curriculum for EG, UP and JHS learners.
1.5 Distinctive features
Think-pair-share on the distinctive features that may
occur in the lesson at the various levels of specialism.
E.g. Reading in literacy across the curriculum for EG will be
different from UP and JHS. For example, at the EG level
reading and its application to other discipline will involve
sound decoding and also on limited scope in terms
disciplines involved, while in the UP and JHS it will involve
words, phrase and sentences and wider scope in terms of
disciplines.

		Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2.	Concept Development (New learning likely to arise in lesson/s):	 2.1 As a class, read and discuss the main content and subtopics to be covered in lesson 7, and clarify issues that may arise from the discussion. Question: What are the main items in the content and subtopics of the lesson? Expected answer: - Main content and subtopics of the lesson: Reading and Literacy Across the Curriculum, while the subtopics are Reading and literacy across the curriculum and ways of using reading to enhance learning in other subject areas at the EG, UP and JHS levels. The topic and subtopics are linked to listening and speaking across the curriculum. 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Brainstorm to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. no internet access for students to use in search for information on the topic 	15 mins
		 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Discussion, presentation, brainstorming and school visit. 	
3.	Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Watch video on <i>teaching reading across the</i> <i>curriculum</i> and answer and ask questions to help you understand and apply 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 and STS. Contribute to address issue identifies. <i>(refer to the</i> <i>teaching and learning activities section of the course</i> <i>manual)</i> 	40 mins
		3.2 Brainstorm on 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 lessons in both the College of Education	

	(B.ED) and Basic School Curricula and share with colleagues. For example, using presentation will ensure critical thinking, inclusivity digital literacy and communication and leadership skills.	
	3.3 Discuss as a class and identify the continuous assessments used for the lesson.	
	 Continuous assessment 1- Do a mini study on strategies/activities teachers use to integrate reading across the curriculum (5 pages). 	
	- Continuous assessment 2 - Write a two-page assignment on challenges faced when incorporating reading into other subject areas and how to deal with the challenges.	
	3.4 Contribute to discussion by answering and asking questions on	
	 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 	
	 the required text (Active literacy across the curriculum: Strategies for reading, writing, speaking and listening) and how it will be used in the lesson to promote learning. 	
	 the additional reading materials (This is disciplinary literacy: Reading, writing, thinking and doing content area by content area) needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. lack of internet access to use in getting information on the topic. 	
	3.5 Model a selected activity (e.g. <i>brainstorming</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session and do advance reading.	

Age Levels/s:	
Early Grade (EG), Upper Primary (UP) and JHS	

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	 1.1 Use semantic mapping to recap the main ideas in the previous PD Session on reading and literacy across the curriculum for EG, UP and JHS levels. E.g. teacher should play a key role and consider the diverse needs and skills of the students. 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 8 - (Writing and Literacy Across the Curriculum at the EG. UP and JHS levels) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – large class size and • Student teachers may not be aware of how writing can be used to improve literacy across the curriculum Core and transferable skills (communication, critical 	20 mins
	thinking, observation and enquiry skills, digital literacy)	

Tutor PD Session for Lesson 8 in the Course Manual

	 Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc) LO (Integrate subject specific literacy into (listening, speaking, reading and writing) into planning, teaching 	
	and assessing across the EG, UP and JHS curriculum and strategies to improve literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))	
	- Lis (Use writing to select materials, organise writing in coherent and logical form, and use technical and specialised vocabulary and language patterns in the subject area.)	
	 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. Outcome of discussion 	
	- Content: Writing and Literacy Across the Curriculum at the EG, UP and JHS - how reading can be used to promote learning across the curriculum.	
	 1.5 Distinctive features Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g E.g. Application of writing across the curriculum will be different at the various specialisms i.e. applying writing across the curriculum will be more intense at the UP and JHS levels (involve applying in more disciplines) than at the EG. 	
	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	 2.1 Individually, read and discuss the main content and subtopics to be covered in lesson 8, and clarify issues that may arise from the discussion. Question: What are the main items in the content and subtopics of the lesson? Expected answer: 	15 mins
	Main content of the lesson: Writing and Literacy Across the Curriculum at the EG, UP and JHS levels, while the subtopics are the concept of writing and literacy across the curriculum, ways of using writing to enhance learning across the curriculum at the EG, UP and JHS levels and	

	challenges to teaching writing across the curriculum and	
	how to address the challenges	
	2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
	2.3 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>Teachers' inadequate knowledge of the topic and</i> <i>subtopics in question and how to get information.</i>	
	2.4 Discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: Group work, independent study, concept mapping and school visit.	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Brainstorm and share with a colleague and later with the entire group 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 and STS organisation.	40 mins
	Contribute to discussion to address issues identified. (refer to the teaching and learning activities section of the course manual)	
	 3.2 Brainstorm as a group on 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using concept mapping will ensure critical thinking, creativity/innovativeness, digital literacy, and communication and inclusivity (give more opportunity to females to contribute to the discussion. During school visits let student-teachers take note of the challenges teachers encounter in applying writing across the disciplines. 	
	3.3 Discuss as a class and identify the continuous assessments used for the lesson.	

	 Continuous assessment 1 Write one-page report after school visit on the challenges teachers face when applying writing across the curriculum and how they addressed them and present for their subject portfolio. Continuous assessment 2 - group presentation on ways of using writing to enhance learning across the curriculum at the EG, UP and JHS levels, its challenges and how to address the challenges. 3.4 Contribute to discussion and deliberate on 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 the required text (Active literacy across the curriculum: Strategies for reading, writing, speaking and listening) and how it will be used in the lesson to promote learning. the additional reading materials (50 Instructional Routines to Develop Content Literacy (Teaching Strategies Series (3rd Edition) needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. unconducive classroom atmosphere. 3.5 Model a selected activity (e.g. concept mapping) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. 	
4. Evaluation and review of session:	 4.1 In specialism groups, recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 	15 mins
	4.3 Listen to overview on the topic for the next PD Session and do advance reading.	

Age Levels/s:	
Early Grade (EG), Upper Primary (UP) and JHS	

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	 1.1 Tell a friend as a means to recap the main ideas in the previous PD Session on <i>challenges of implementing writing across the curriculum and how to address the challenges.</i> 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 9 - (<i>Developing and using appropriate language register at the EG, UP and JHS levels</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, <i>Barriers – large class size and student teachers may not know how to develop and use appropriate language register for a particular subject area.</i> <i>Core and transferable skills to be exhibited in the lesson include communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender</i> 	20 mins

Tutor PD Session for Lesson 9 in the Course Manual

	 - Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc) - L0 (Demonstrate knowledge and understanding of how to use appropriate language register in their subject specific areas (NTS 2b)) - Lis - Use appropriate language register for their disciplines related activities - Develop appropriate language register in their subject area and indicate the importance of using subject specific register in their writing or speech (refer to LI section of the manual) 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. Outcome of discussion - Content: The lesson deals with the developing appropriate language register in their subject area and indicating the importance of using subject specific register in their writing or speech. 1.5 Distinctive features Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - Integrating writing across the disciplines will be more intense in UP and JHS than in the EG. In the same way the strategies of implementing writing across the discipline will be different at the various specialisms, i.e. flashcards can be used to write simple maths problems but at the UP and JHS, students can be given a science problem (e.g. pollution) to write on – causes and solutions). Ask questions on issues that need more clarification. e.g. What ways can teachers employ to make students develop and use appropriate register in their writings? 	
	e.g. What ways can teachers employ to make students	
2. Concept Development (New learning likely to arise in lesson/s):	 2.1 Group based on specialism strategy, discuss to come out with the main content to be covered in lesson 9, and clarify issues that may arise from the discussion. Question: What is the main item and subtopics in the content of the lesson? Expected answer: - The main content of the speaking and listening component of the EG, UP and JHS curriculum. Main 	15 mins

	 contents of the lesson: The main content of the lesson is developing and using appropriate language register at the EG, UP and JHS across the curriculum. The subtopics are definition of appropriate language register in a particular subject area and importance of using appropriate language register in a particular subject area and importance of using appropriate language register in writing or in speech. This topic is linked to reading and writing across the curriculum. 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>Teachers' inadequate knowledge on how to teach the development and use the appropriate language register across discipline to the EG, UP and JHS learner.</i> 	
	 2.4 Discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: Group work, class discussion, brainstorming/debate and school visit 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Brainstorm Discuss and share ideas on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and school visit. Contribute to discussion to address issues identified. (refer to the teaching and learning activities section of the course manual) 	40 mins
	 3.2 Discuss as a group 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. 	

	 For example, using brainstorming will ensure critical thinking, leadership skills, creativity, digital literacy, and communication and inclusivity. 3.3 Discuss as a class and identify the continuous assessments used for the lesson. Continuous assessment 1 - A 15-minutes group presentation on definition of language register, ways to develop appropriate language register in a particular subject area and importance of using appropriate language register area and importance of using appropriate language register. In academic work at the early grade level Continuous assessment 2 - A page report after school visit on how teachers develop the appropriate language register of students in various disciplines of the EG, UP and JHS learners for their subject portfolio. 3.4 Contribute to discussion and deliberate on 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 the required text (<i>Building academic language (2nd ed)).</i> and how it will be used in the lesson to promote learning. the additional reading materials (<i>50 Instructional routines to develop content literacy: Teaching Strategies Series))</i> needed and how you will use them to promote learning among all manner of learners. 	
	Discuss challenges likely to be encountered in using the resources, e.g. <i>difficulty in getting information on the topic</i> .	
	3.5 Model a selected activity (e.g. <i>debate)</i> in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Answer questions and ask questions to recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.	15 mins
	4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session and do advance reading.	

Age Levels/s:	
Early Grade (EG), Upper Primary (UP) and JHS	

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	 1.1 Think-pair-share to recap the main ideas in the previous PD Session on developing appropriate language register across disciplines and importance of literacy across the curriculum of EG, UP and JHS levels and share with colleagues. 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - Basic school curriculum and Literacy for EG, UP and JHS) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – large class size, and student teachers may not know the features and components of literacy in the EG. UP and JHS curriculum and how literacy is integrated into the curriculum. Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, 	20 mins

Tutor PD Session for Lesson 10 in the Course Manual

	 Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc) LO (Interpret the KG-P3 curriculum to find out how literacy is integrated across the curriculum and plan a lesson to teach with colleagues to demonstrate their understanding of literacy across the curriculum. (NTS 3b, e, f, j and NTECF bullet 8 (p. 25), bullet 6 (p. 26)) (refer to LO section of the manual) LIs Examine the key features of the EG, UP and JHS curriculum. find out how literacy is integrated into the various disciplines of the early grade curriculum. (refer to LI section of the manual) 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. Outcome of discussion Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels. 1.5 Distinctive features Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. E.g. the deficiencies in the Basic School Curriculum in relation to use of appropriate register in across the curriculum may differ from level to level, i.e. at the EG level most registers are generic but become geared towards certain disciplines at the UP and JHS levels. Ask questions on issues that need more clarification. e.g. What can be done to help tutors to teach appropriate use of register in the curriculum? 	
2. Concept	2.1 Contribute to class discussion to come out with the	15 mins
Development (New learning likely to arise in lesson/s):	main content to be covered in lesson 10, and clarify issues that may arise from the discussion. Question: What is the main item in the content and subtopic of the lesson? Expected answer: -	
	The main content of the lesson is interpreting the Basic school curriculum and literacy, while the subtopics are features of the early grade curriculum,	

	 deficiencies in the early grade curriculum and how to address the deficiencies and integration of literacy into the various disciplines of the early grade curriculum. This is linked to the strategies of developing appropriate language register. 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. Student teachers' inadequate knowledge on how to identify the integration of literacy across the EG, UP and JHS curriculum 2.4 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: mixed group work, class discussion, think-pair-share and school visit. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 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 and school visit. Collaborate with colleagues to address issues identified. (refer to the teaching and learning activities section of the course manual) 3.2 Discuss as a group 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using For example, mixed group work will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity -including gender, i.e. females should be made to lead the groups. 	40 mins

		3.3 Discuss as a class and identify the continuous	
		assessments used for the lesson.	
		- Continuous assessment 1 - Write a reflective journal on	
		the deficiencies of the EG, UP and JHS curriculum in	
		relation to literacy in various disciplines.	
		- Continuous assessment 2 - A 10 item multiple choice	
		quiz on the lesson Basic school curriculum and Literacy.	
		3.4 Contribute to discussion to review	
		- 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	
		- the required text (Active literacy across the curriculum:	
		Strategies for reading, writing, speaking and listening)	
		and how it will be used in the lesson to promote	
		learning.	
		- the additional reading materials (Building academic	
		language (2nd ed) needed and how you will use them to	
		promote learning among all manner of learners.	
		Discuss challenges likely to be encountered in using the	
		resources, e.g. inadequate knowledge on the topic.	
		2 E Model a collected activity (e.g. group work) in real	
		3.5 Model a selected activity (e.g. <i>group work)</i> in real	
		classroom teaching situation to come out with how it	
		will promote GESI and core and transferable skills.	
4. Ev	aluation and	4.1 Answer questions and ask questions to summarise	15 mins
rev	view of session:	the main issues in the PD Session and discuss any	
		outstanding issues that may arise in relation to the	
		lesson for clarification.	
		4.2 Identify a trusted and objective friend who took part	
		in the PD session to sit in their class during lesson and	
		report on observation during next PD session.	
		4.3 Listen to overview on the topic for the next PD	
		Session and do advance reading.	
L			

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>features of the early grade</i> <i>curriculum, deficiencies in the early grade curriculum</i> <i>and how to address the deficiencies and integration</i> <i>of literacy into the various disciplines of the early</i> <i>grade curriculum</i> and share with colleagues.	20 mins
	 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 11 - (<i>Designing an integrated literacy lesson plan</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, Barriers – large class size and student teachers may not know how to design an integrated literacy lesson plan for EG, UP and JHS. Core and transferable skills (communication, critical 	
	thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)	

	 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. Student teachers' inadequate knowledge on how to develop an integrated literacy across the curriculum lesson plan for EG, UP and JHS. 2.4 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: Individual work, think-pair-share, pair work and school visit. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Discuss in specialism groups, 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 and STS. <i>E.g. individual work, pair work, think-pair-share</i> and school visit. Collaborate with colleagues to address issues identified. (refer to the teaching and learning activities section of the course manual) 3.2 Critically discuss as a group 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using pair work will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity (including gender, i.e. encourage pairs to be male and female where possible) 3.3 Brainstorm as a class and identify the continuous assessments used for the lesson. Continuous assessment 1 - Prepare an EG, UP and JHS integrated literacy across the curriculum lesson plan to reflect some disciplines and present for assessment kept in subject portfolio. 	40 mins

		 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading. 	
4.	Evaluation and review of session:	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.	15 mins
		 Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic</i>. 3.5 Model a selected activity (e.g. <i>individualised work</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. 	
		- the additional reading materials (Language Curriculum Design. [Chapter 9]) and 50 Instructional Routines to Develop Content Literacy: Teaching Strategies Series (3rd Edition) needed and how you will use them to promote learning among all manner of learners.	
		- the required text (Active literacy across the curriculum: Strategies for reading, writing, speaking and listening) and how it will be used in the lesson to promote learning.	
		 lesson plan and how to address the challenges. 3.4 Contribute to discussion to review 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 	
		- Continuous assessment 2 - An individual assignment of a page and a half on challenges teachers face in designing an integrated literacy across the curriculum	

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to	1.1 Think-pair-share to recap the main ideas in the	20 mins
the session	previous PD Session on <i>Designing an integrated</i> literacy lesson plan, features of an integrated literacy	
	across the curriculum lesson plan and designing an	
	integrated literacy across the curriculum lesson plan and share with colleagues.	
	1.2 Share reflections on the lesson you observed on the	
	application of the previous PD session in the	
	classroom and discuss with colleagues.	
	1.3 In groups of specialisms, read and discuss the	
	introductory part of the lesson (Lesson 12 - (<i>Teaching</i>	
	integrated lesson on Literacy across the curriculum and review of manual for EG, UP and JHS)) or the	
	current PD Session, which include barriers, core and	
	transferable skills, lesson delivery modes and learning	
	•	
	have difficulty in teaching integrated literacy lesson	
	across the curriculum for EG, UP and JHS.	
	- Core and transferable skills (communication, critical	
	across the curriculum for EG, UP and JHS.	

Tutor PD Session for Lesson 12 in the Course Manual

	 - Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc) - LO (Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse EG, UP and JHS learners (NTS 3 g, l, m, NTECF bullet 13, p.25) - LI (Interpret the KG-P3 curriculum to find out how literacy is integrated across the curriculum and plan a lesson to teach with colleagues to demonstrate their understanding of literacy across the curriculum. (NTS 3b, e, f, j and NTECF bullet 8 (p. 25), bullet 6 (p. 26)) (refer to manual for details from section of the manual). 1.4 Discuss in specialism groups the overview of the content of the lesson. Outcome of discussion - Content: Teaching integrated lesson on Literacy across the curriculum and review of manual for EG, UP and JHS levels. 1.5 Distinctive features Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g The teaching strategies, lesson presentation and content of each specialism might be different for the various levels (EG, UP and JHS). Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson? 	
2. Concept Development (New learning likely to arise in lesson/s):	 2.1 Contribute to class discussion to come out with the main content to be covered in lesson 12, and clarify issues that may arise from the discussion. Question: What is the main item in the content and the subtopics of the lesson? Expected answer: - The main content - Teaching integrated lesson on Literacy across the curriculum and review of manual. The subtopics are planning to teach EG, UP and JHS literacy across the curriculum lesson and course manual overview. The teaching part of the lesson is linked to the design of literacy across the curriculum lesson design 	15 mins

	 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Read and share challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic with colleagues. E.g. <i>Student teachers' inadequate knowledge on how to co-teach an integrated literacy across the curriculum for EG, UP and JHS with colleagues.</i> 2.4 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: <i>Pair discussion, reflection, question and answer and school visit.</i> 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Discuss in specialism groups, 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 and STS. Collaborate with colleagues to address issues identified. (refer to the teaching and learning activities section of the course manual) 	40 mins
	 3.2 Debate as a group 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 lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using pair work will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity. 	
	 3.3 Brainstorm as a class and identify the continuous assessments used for the lesson. Continuous assessment 1 - Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio. 	
	 3.4 Contribute to discussion to review 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 	

	 the required text (Introduction to language teaching skills: A resource for language teachers. [Units 30]) and how it will be used in the lesson to promote learning. the additional reading materials (Active literacy across the curriculum: Strategies for reading, writing, speaking and listening) needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. inadequate knowledge on the topic. 3.5 Model a selected activity (e.g. pair work) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. 	
4. Evaluation and review of session:	 4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Give an overview of the entire PD session for the semester. 	15 mins

Appendix 1

The PD session check list: supporting B.Ed. implementation. In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions	
• The first PD session of each semester introduces the course manual/s,	
course expectations and course assessment components	
• The final PD session provides the opportunity to review student teachers'	
learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic	
School Curriculum the PD session makes explicit links.	
CLO: relevant to each session are introduced	
Interactive teaching PD sessions provide opportunities for SL/HOD to model	
interactive approaches to teaching and learning that tutors will use to support	
student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is	
modelled in PD sessions through activities for tutors. Any potentially new	
concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the	
PD sessions, tutors are guided to engage with activities in the subject course	
manuals to ensure the PD is subject specific. Where appropriate there is direct	
page or point references to activities in each of the relevant subject course	
manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching	
and learning activities from the course manual/s which should be used to	
promote student teachers' understanding of GESI responsiveness and support	
the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include	
at least two (2) continuous assessment opportunities which will support tutors	
in developing student teacher's understanding of, and ability to apply,	
assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in	
the course manuals for EG, UP and JHS. Tutors are advised to group student	
teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for	
work in school and opportunities for tutors to draw on what student teachers	
are learning in school by, for example, targeting observations linked directly to	
the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular	
the use of ICT. The development of these is integrated into the PD sessions	

including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM . Where specific resources are required, it is clear where tutors	
can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly
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COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO	
	1 per course per semester, individual or collaborative student teacher	1 per course per semester, individual or collaborative student teacher work.	
	work.	conaborative student teacher work.	
	The Subject project is an assignment	The Subject Portfolio is the deliberate	
	designed to enable student teachers	collection of student teachers' work that	
	to demonstrate achieving one or more	has been selected and organized for a	
	of the CLOs, progress towards	particular subject to show student	
	achieving identified NTS, development	teacher's learning and progress to	
Ë	of knowledge and understanding of:	achieving the CLOs through examples of	
IS .	the Basic School Curriculum, GESI	his or her best work.	
IAT	responsiveness, using ICT mand 21stC		
WHAT IS IT?	skills		
	Introduction: a clear statement of aim	3 items of work produced during the	
	and purpose	semester selected by student teachers	
	Methodology: what the student	with tutor support during the semester	
	teacher has done and why to achieve	as best examples of their progress and	
	the aim and purpose of the project	200-word reflection on the items*	
	Substantive or main section:	Or 2 items of work and	
CONSTITUENTS	Presentation of any artifacts,	A mid semester assessment: case study,	
CE	experiments, TLMs created for the	reflective note, quiz.	
E	project; presentation, analysis, and	* For each item they select, Student	
NS	interpretation of what has been done,	teacher's need to reflect on	
0	learned, or found out in relation to	progress against identified NTS; achieving	
	focus of the project.	CLOs; increased knowledge and	
	Conclusion: Statement of the key	understanding of the Basic School	
	outcomes of the project; reflection on what the student teacher has learnt	Curriculum, GESI responsiveness,	
	what the student teacher has learnt integration of ICT and how they could have approached developing the item		
		differently to achieve a better outcome	
	Overall weighting of project = 30%	Overall weighting of project = 30%	
	Weighting of individual parts of	Weighting of individual parts of portfolio	
	project out of 100	out of 100	
	 Introduction – 10 	• Each of the items selected by the	
보	 Methodology – 20 	student teacher 30 %	
WEIGHT	 Substantive section – 40 	• Mid semester assessment 30% -	
3	 Conclusion – 30 	if applicable	
		 Presentation and organisation of 	
		portfolio 10%	
		Mid semester assessment 20%	
	End of semester Exam, weight 40%. To	assess: achievement of one or more of the	
Σ			
EXAM	understanding of the Basic School Curriculum, ability to use GESI responsive		
ш	approaches and to integrate ICT and 21 st C skills in teaching and learning		

ENGLISH LANGUAGE

ENGLISH LANGUAGE

This PD Session document consists of the following English courses:

Upper Primary

English Language Classroom Organisation, Management and Assessment

Junior High School Specialism

Phonetics and Phonology of English

How to use this PD Manual

This Professional Development (PD) manual comprises several courses in English. In this manual, there are some generic statements and instructions in the various lessons, which

can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Age Levels/s:

Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom Organisation, Management and Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 1 in the Course Manual

Lesson Title:

English:

Classroom Organisation And Management (UP)

- Foundations of Classroom Organisation and Management: Introduction to foundations of classroom organisation and management, explanation of the concept of classroom organisation and management
- Managing the foreign language classroom Iowa Research Online: Types of classroom orgnaisation and management, sequencing of activities in the classroom.

Phonetics and Phonology of English (JHS)

• Overview of oorgans of speech: What are speech sounds? What is Supra-glottal organs, glottal organs, sub-glottal organs

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS 	 1a) 1.1 Recount how you were trained in the college as generalist teachers (jack of all trades but master of none). How did it benefit you and what was the effects on your work as you taught in the basic school? 	

•	Overview of	NB: The specialisms, thus, UP and JHS are a requirement	
	subject/s age	in the new 4 year B.Ed. Curriculum framework and that	
	level/s to be	the primary education and junior high school education	
	, covered in the PD	are distinct areas of knowledge with their own specialist	
	sessions and	concerns, concepts, praxis and methodological	
	guidance on	perspectives. So, it is important that these different levels	
	grouping tutors	are strengthened as distinct but integrated discourses.	
	according to the		
	subject/s, age	1.2 Refer to your manuals and talk to your elbow partner	
	levels/s.	about the phases covered in the manual and the	
•	Introduction to	number of courses that each phase has.	
	the course	For example, be aware that this English PD manual	
	manual/s	comprises one UP course and one JHS course, thus, a total	
•	Overview of	of two (2) courses and that from time to time you will be	
÷	course learning	asked to refer to activities in your respective course	
	outcomes	manuals).	
•	Introduction to		
÷	the two	Note: Note that even though there are generic issues to	
	continuous	be discussed, there are specific issues relevant to the	
	assessment	courses of each phase courses - UP and JHS. (Refer them	
	components to be	to the introductory part of the manual).	
	undertaken in	1.3 Refer to your respective course manuals for Year 3	
	each subject	Semester 2 of the English language manual and	
	during the	discuss the structure and content of the course	
	semester (See	manuals.	
	Course		
	Assessment	NOTE:	
	Components at a	The structure and content of the English language	
	Glance Appendix	manual consists of the following:	
	2) NB in subjects		
	where there are	i) The course information and vision for the new four-	
	no assessment	Year B.Ed. curriculum.	
	components in	ii) The course details, goal for the English language	
	the course	manual, course description, kkey contextual	
	manuals examples	factors as well as core and transferable skills and	
	will need to be	cross-cutting issues, including equity and	
	provided for	inclusiosn.	
	SL/HoD.		
		iii) List of course learning outcomes and their related	
		learning andicators.	
		iv) The course content which is broken down into	
		units for each week, the topic and sub-strands and	
		their related teaching and learning activities to	
		achieve the learning outcomes and the teaching	
		and learning strategies.	
		v) Ccourse assessment components.	

		r
	1.4 Write one expectation you have for the PD session on	
	a post-it-note and paste it on the flip chart.	
	Examples:	
	To consolidate student-teachers' knowledge of the	
	speech sounds and sound system of English so that they	
	can articulate very high standards of usage.	
	cun uniculate very mgn standards of dsage.	
	To develop appropriate English language classroom	
	management skills including decision-making and	
	problem-solving.	
	1.5 Listen to each expectation and share how you	
	understand the concept to be treated in the lesson	
	with the class.	
	1.6 Talk to your elbow partner about the main purpose of	
	the current PD Session and how you understand the	
	concepts to be treated in the lesson.	
	1.7 In your course groups, read the course Learning	
	Outcomes (CLOs) and your indicators (LIs) in your	
	respective course manuals. Discuss, and write down	
	two relationships each course has between the CLOs	
	and the LIs. Share it with the larger group.	
	and the List share it with the larger group.	
	Examples:	
	Phonetics and Phonology:	
	(CLO): Demonstrate knowledge of how English speech	
	sounds are produced. NTS 2c:13	
	Classication Management and Assessment:	
	Classroom Oorganisation, Management and Assessment:	
	(CLO): Demonstrate knowledge of planning classroom	
	organization and management by illustrating optimum	
	use of instructional resources (computers, books, writing	
	materials, reference material, manipulatives, creative	
	constructive materials, etc.) that facilitate efficiency and	
	effectiveness of access, use, maintenance, and storage of	
	such resources (NTS 1c:12, NTS 2e, 2f:13)	
l	1.8 Find a partner (an opposite sex (if possible) and	
	discuss the assessment components (subject project	
	and subject portfolio) of the PD manuals.	
l		
l	NOTE:	
l	Subject Project:	
l	Overall weighting of project = 30%	
1		

Weighting of individual parts of the subject project out of 100
 Introduction - 10 Methodology - 20 Substantive section - 40 Conclusion - 30
Subject Portfolio:
Overall weighting of project = 30%
Weighting of individual parts of portfolio out of 100
i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).
i(b) Presentation and organisation of portfolio 10%.
OR
ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).
ii(b) Mid semester assessment 30%
ii(c) Presentation and organisation of portfolio 10%
NOTE: Refer to appendix 2 in the PD manual and read on assessment in the appendix for a few minutes and take turns to talk to the larger group about your understanding of the two continuous assessment components (subject project and subject portfolio).
1.9 Compare the current procedure of assessment with the previous one. Identify what has changed.
 1.10 Discuss the 'what and how' of the subject projects and subject portfolio and the challenges and benefits to your and your students. For instance, the subject project is a mini classroom research on the course being taught ranging from content to pedagogy and the subject portfolio is how well organised the student has gathered his/her artifacts and documented his/her lived experience and past records and the selection of his/her two or three best assignments, quizzes, presentations, etc.
An example of a subject project is making a poster, which links a topic in the CoE curriculum with the learning outcomes of the basic school curriculum and how

	barriers to students' learning in the basic school can be addressed.
	Examples of items in a subject portfolio are lesson plans, a TLM to support the teaching of phonetics and a video of student teacher teaching with reflective commentary
1/h) Introduction to	student tedener tedening with reflective commentary
1(b) Introduction to the session	1b)
	1.11 Get up from your tables and move to other tables to
Review prior	find someone who will tell you what they can recall
learning	from the previous semester's last PD lesson/session.
 Reading and 	
discussion of the introductory sections of the	1.12 Discuss the main purpose of the current PD Session and and share your views.
lesson up to and	For example, one of the purposes is to adopt the
including learning	appropriate teaching and learning strategies, relevant
outcomes and	resources to ensure effective implementation of the key
indicators	principles and practices of the B.Ed. Programme as well
Overview of	as support student teachers to teach the basic school
content and identification of	curriculum successfully.
any distinctive	1.12 Tall how students employed the teaching learning
aspects of the lesson/s,	1.13 Tell how students employed the teaching, learning and assessments strategies they learned in college during their STS internship in year 3 and tell how
NP The guidance for	students will be prepared to employ these strategies
NB The guidance for SL/HoD should	during the basic school classroom work in STS work
identify and address	in year 4 semester 1.
any areas where	
tutors might require	1.14 In pairs, refer to the main learning Outcomes and
clarification on any	the Learning Indicators of your respective course
aspect of the lesson.	manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group.
NB SL/HoD should ask	Examples:
tutors to plan for	Phonetics and Phonology of English :
their teaching as they	(LO): Demonstrate knowledge of how English speech
go through the PD	sounds are produced. NTS 2c:13
session	(11) Describe the process of
	(LI): Describe the process of producing English sounds.
	Classroom Organisation, Management and Assessment:
	(LO): Demonstrate knowledge of planning classroom
	organisation and management by illustrating optimum
	use of instructional resources (computers, books, writing
	materials, reference material, manipulative, creative
	constructive materials, etc.) that facilitate efficiency and

effectiveness of access, use, maintenance, and storage of such resources (NTS 1c:12, NTS 2e, 2f:13).
(LI): Explain the concept of planning classroom organisation and management.
(Refer to the learning outcomes and indicators sections of the lessons).
1.15 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson
E.g. The Phonetics and Phonology of English course is designed to consolidate student-teachers' knowledge of the speech sounds and sound system of English so that they can articulate very high standards of usage.
English Classroom Oraganisation, Management and Assessment seeks to demonstrate knowledge of planning, organizing and managing classrooms by illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials, etc.) that facilitate efficiency and effectiveness of access, use, maintenance, and storage of such resources.
1.16 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction.
Examples: English Language Classroom Organisation, Management and Assessment:
It is likely that students- teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms.
This can be avoided when they have an in-depth knowledge in foundations of classroom organisation and management.
Phonetics and Phonology: Student teachers may have challenges in reconciling the differences in sound repertoire in their pronunciation of English words correctly.
This can be avoided when the you have an in-depth knowledge in English phonetics and phonology

2. Concept	2.1 Using Think-Pair-Share strategy, come out with what	15 mins
Development	you think is the main content to be covered in lesson	
(New learning	1 for your respective courses.	
likely to arise in	Examples:	
lesson/s):	Phonetics and Phonlogy:	
Identification and	Understanding of the concepts of supra-glottal organs.	
discussion of new		
learning, potential	Examples of supra-glottal organs are the larynx and	
barriers to	epiglottis.	
learning for		
student teachers	English Language Classroom Organisation, Management	
or students,	and Assessment:	
concepts or	Explanation of the concept of classroom management	
pedagogy being	and organisation.	
introduced in the		
lesson, which	In the classroom arrangment and management,	
need to be	consideration should be given to sequencing of activities,	
explored with the	seating arrangement, appropriate pacing of lesson	
SL/HoD	delivery, allowing thinking tine, etc.	
NB The guidance for		
SL/HoD should set	2.1.1 Open to lesson 1 and its subtopics in the respective	
out what they need	course manuals and examine the aspects that link to	
to do to introduce	student-teachers' previous knowledge.	
and explain the	Examples:	
issues/s with tutors	Phonetics and Phonology:	
	Students-teachers have first languages whose sound	
	repertoires are different from that of English. They also	
	have knowledge of English phonology which enable them	
	to distinguish between English phonetics and phonology	
	and that of the L1 they learn in the Ghanaian Language Studies so that they can assist learners overcome problems	
	they may encounter during the dual language learning	
	process.	
	Student-teachers' Previous knowledge assumed in	
	Classroom organization and Management might be that:	
	Student teachers have already been introduced to the	
	teaching of various concepts in English language and the	
	best practices in achieving the goals of the concepts.	
	2.2 In your course groups discuss the challenges you	
	might encounter when presenting topics of your	
	lessons and share your challenges with the whole	
	group	
	Examples:	
	Phonetics and Phonology:	
	Student-teachers' background knowledge in first	
	languages might not help them sometimes to reconcile	

	the differences in sound repertoire in their pronunciation	
	of English words correctly.	
	-, , ,	
	Classroom Organisation, Management and Assessment: Student-teachers might have challenges managing all the skills and solving problems relating to teaching and learning English language due to their background knowledge in their first language.	
	They might also not possess the needed skill to organise their language classrooms in such a way that children can take risks and improve their English language proficiency.	
	 2.3 Refer to the strategies section of your respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. Examples: 	
	Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning	
	2.4 Use 'the radio presenter strategy' to show how the selected activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery. Examples:	
 lesson/s Reading and discussion of the teaching and learning activities 	Phonetics and Phonology of English: Task students in their mixed ability groups to use available online tools to search online for other sub-glottal organs This is followed by oral presentation of sentences by student teachers on the basis of their research. Guide	
 Noting and addressing areas where tutors may 	student teachers to draw and label the phonetic diagram with the different organs of speech.	
require clarificationNoting opportunities for	Classroom organisation and Management: Tutor brainstorms with student-teachers the concept of classroom organisation and management. Task student- teachers in their mixed ability groups to go to YouTube to	
making links to the Basic School	identify the various types of classroom organization and management.	
Curriculum	NOTE: some useful Education Technology Resources for	

•	Noting	teaching and learning include:	
	opportunities for	Office 365 vs G-suite for education, google meet for	
	integrating: GESI	online teaching, google classroom for online assignment	
	responsiveness	submissions, <u>plagiarism checking softwares</u> , Tools for	
	and ICT and 21 st C	checking grammar errors online	
	skills		
•	Reading,	3.2 Discuss how you will promote the delivery of English	
	discussion, and	lessons in both the B.Ed. and Basic School Curricula,	
	identification of	as well as GESI and 21 st century skills.	
	continuous	Examples of 21 st century skills:	
	assessment	Communication skills, collaboration, observation and	
	opportunities in	enquiry skills, digital literacy, creativity, personal	
	the lesson. Each	development and global citizenship.	
	lesson should	Examples of GESI responses:	
		Making reasonable adjustmentsfor physically challenged	
	include at least	learners.	
	two opportunities		
	to use continuous	Both male and female learners playing leading roles in a	
1	assessment to	group task	
1	support student		
	teacher learning	(Refer to the teaching and learning activities sections of	
•	Resources:	the course manuals)	
	 links to the 		
	existing PD	3.3 Discuss the appropriateness of the activities and	
	Themes, for	strategies and how they will be used to enhance the	
	example, action	core and transferable skills (e.g., critical thinking,	
	research,	communication, collaboration, digital literacy) and	
	questioning	GESI (e.g., diversity issues, equal opportunities, non-	
	and to other	sexist language) in the lessons in both the College of	
	external	Education (B. ED) and the Basic School Curricula.	
1	reference		
1	material:	3.4 Model a selected activity in a teaching situation.	
	literature, on	Examples:	
1	web, Utube,	English Language Classroom Organisation, Management	
1	physical	and Assessment:	
1	resources,	Modeling the teaching of types of classrooms	
	power point;	orgnaisation and management, sequencing of activities	
	how they	in the classroom.	
1	should be used.		
1	Consideration	Phonetics and Phonology:	
1	needs to be	Modeling the teaching of supra-glottal organs.	
1	given to local		
	-	3.5 Refer to the assessment section of your respective	
1	availability	manuals. Read on Subject project and Subject	
1	 guidance on 		
1	any power	portfolio. Share your understanding of each concept.	
1	point	2.6 Examine the mode of accessment exiting dia the	
	presentations,	3.6 Examine the mode of assessment outlined in the	
	TLM or other	various manuals and find out how they are aligned	

resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers • Totors should be expected to have a plan for the next lesson for student teachers • Totors should be expected to have a plan for the next lesson for student teachers • Totors student teachers • Distribution • Construction • Construction	-		
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4. Poll Everywhere - used by 300,000 teachers. 5. Kahoot - game-based assessment tool.		5 ,	
5. Kahoot - game-based assessment tool.			
i. e. (Assessment of Learning (AOL)) of the course		5. Kahoot - game-based assessment tool.	
		<i>i. e.</i> (Assessment of Learning (AOL)) of the course	
manual and compare with the components		manual and compare with the components	
prescribed by NTEAP and review as appropriate			
3.8 Now, in your course groups suggest GESI-related		3.8 Now in your course groups suggest GFSI-related	
teaching and learning activities for the lesson.			
Describe how your findings can be used to improve			
the teaching of other courses/ subjects in the new 4-			
year B.Ed. Curriculum and the Basic School		year B.Ed. Curriculum and the Basic School	
Curriculum (through STS activities) making adequate	1	Curriculum (through STS activities) making adequate	

	accommodations for students who are physically impaired. For example, in a group task, both male and female students (if possible) take the lead. Allow tutors to communicate their findings to the rest of the class.	
4. Evaluation and	4.1 Reflect on what you have learnt in the session which	15 mins
review of session:	you will be using in your lesson. Share your ideas with	
Tutors need to	the class.	
identify critical		
friends to observe	4.3 Read lesson 2 to prepare for next week's PD session.	
lessons and report		
at next session.		
 Identifying and 		
addressing any		
outstanding issues		
relating to the		
lesson/s for		
clarification		

Age Levels/s:

Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom
 Organisation, Management and
 Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 2 in the Course Manual

Lesson Title:

English:

Classroom Organisation and Management (UP)

 Classroom organisation and management as discipline: The role of the language classroom teacher

Phonetics and Phonology of English (JHS)

• Production of Speech Sounds: What are speech sounds? International Phonetic Alphabet: Initiation Phase, Phonation Phase, Articulation Phase

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned 	 1.1 Tell your friend the main issues raised in the previous PD session in English and how they helped you in your lesson delivery. 1.2 Give report on the lesson observations to the group. Your report should cover: introduction, body and conclusion of the lesson, resources and methodologies used, how GESI issues were handled in the lesson, etc. 	

 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and 	 1.2.1 Identify and discuss some outstanding issues and lessons learnt from the class observation reports with your elbow partner. 1.3 Tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1. 1.4 Ask tutors to read and discuss the introductory
identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	sections of lesson 2 up to and including learning outcomes and indicators in the respective course manuals and indicate how relevant the LIs are for the successful achievement of the LOs at the end of the lesson. For example, the LO for Classroom Organisation and Management is 'Demonstrate knowledge of planning classroom organization and management by illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulative, creative constructive materials, etc.) that facilitate efficiency and effectiveness of access, use, maintenance, and storage of such resources (NTS 1c:12, NTS 2e, 2f:13' and one of the LIs is 'students will be able to determine how the classroom organization may lead to efficiency and effectiveness' For Phonetics and Phonology, the LO is Demonstrate knowledge of how English speech sounds are produced. (NTS 2c:13); while one of the LIs is Describe the process of Producing English sounds.)
	 1.4.1 Refer to the introductory part of lesson 2 in your course manuals to have an overview of the content to be taught in the lesson. E.g. <i>English Language Classroom Organisation, Management and Assessment: [Classroom organisation and management as discipline]</i> Phonetics and Phonology: [Production of Speech Sounds]
	1.4.2 In your course groups, refer to the introductory part of your course manuals and read and discuss the lesson description and purpose for lesson 2 for the various levels.
	1.5 Tell your elbow partner the challenging areas in the lesson that you think might need some clarification

			,
		and then share them with the whole group for discussion.	
		1.6 Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson E.g.	
		What is the difference between phonation and	
		articulation? What is the role of a teacher in managing the language classroom?	
2.	Concept Development (New learning likely to arise in lesson/s):	 2.1 In your course groups, go through the respective lesson manuals and come out with the main contents to be covered in lesson 2, and their distinct parts <i>Examples:</i> <i>English Language Classroom Organisation, Management</i> 	15 mins
•	Identification and discussion of new	and Assessment: Classroom organisation and management as discipline	
	learning, potential barriers to learning for student teachers	[The role of the language classroom teacher] Phonetics and Phonology: Production of Speech Sounds [What are speech sounds]	
	or students, concepts or pedagogy being introduced in the	 2.1.1 Identify familiar and unfamiliar concepts in the lessons as well as issues that need clarification for discussion with the whole group. For example, in 	
	lesson, which need to be explored with the SL/HoD	Phonetics and Phonology, 'phonation' might need clarification while 'classroom organization' might need clarification in English Language Classroom Organisation, Management and Assessment:	
NB	The guidance for	Munayement una Assessment.	
SL, ou to an	/HoD should set t what they need do to introduce d explain the ues/s with tutors	2.1.2 Read the topics and the sub-topics of the individual course manuals for lesson 2 and evaluate the components that relate to the prior knowledge of student teachers.	
		Examples: Phonetics and Phonology:	
		Topic: Production of Speech Sounds A sub-topic: 'Articulation Phase'	
		Prior knowledge of students: Student teachers have already been introduced to the overview of the various	
		organs of Speech. English Language Classroom Organisation, Management and Assessment:	
		Topic: Classroom organisation and management as discipline	

	A sub-topic: 'The role of the language classroom teacher
	Prior knowledge of students: Student teachers have
	already been introduced to the concept of classroom
	organization and management
	2.3 In your course groups discuss the challenges you
	might encounter when presenting topics of your
	lessons and share your challenges with the whole
	group
	Examples:
	In Phonetics and Phonology,
	Student-teachers' background knowledge in first
	languages might not help them sometimes to reconcile
	the differences in sound repertoire in their pronunciation
	of English words correctly.
	With Classroom Organisation, Management and
	Assessment, student teachers might also not possess the
	needed skill to organise their language classrooms in such
	a way that children can take risks and improve their
	English language proficiency.
	2.4 Discuss possible ways of dealing with the challenges.
	2.5 Refer to the strategies section of your respective
	course manuals and consider the suggested strategies
	in the manual. Choose the most appropriate ones for
	teaching the topics.
	Examples:
	Group work, think-pair-share, school visits, discussion,
	concept mapping, individual work and presentation,
	teacher modelling, brainstorming and questioning
3. Planning for	3.1 Read the section on suggested teaching and learning
teaching, learning	activities in the manual and identify activities
and assessment	suggested for the delivery of lesson 2 to the various
activities for the	age levels.
lesson/s	Examples of suggested teaching and learning activities
 Reading and 	for the delivery of lesson include:
discussion of the	i. Classroom Organisation, Management and
teaching and	Assessment: Tutor tasking student teachers in their
learning activities	mixed ability groups to go online (YouTube) using the
 Noting and 	available gadgets to search for some of the
addressing areas	importance of English language teacher as a role
where tutors may	model of discipline.
require	ii. Phonetics and Phonology
clarification	

•	Noting	Tutor tasking student teachers to go online (YouTube)
1	opportunities for	using the available gadgets to practice the various sounds
	making links to	on the IPA Chart.
	the Basic School	
	Curriculum	3.1.1 In your course groups, identify areas of the
•	Noting	activities that need clarification.
	opportunities for	
	integrating: GESI	3.2 Discuss the appropriateness of the activities and
	responsiveness	strategies for the delivery of lesson 2 in both the
	and ICT and 21 st C	College of Education (B.ED) and the Basic School
	skills	Curricula and how they will be used to enhance the
•	Reading,	core and transferable skills (e.g. critical thinking,
	discussion, and	communication, collaboration, digital literacy) and
	identification of	GESI issues, (such as making reasonable adjustmentst
	continuous	ensure learners with disabilities to access learning,
	assessment	giving both male and female learners the opportunity
1	opportunities in	to play leading roles in a group task, using non-sexist
1	the lesson. Each	language, etc.) in the classroom.
1	lesson should	(Refer tutors to the teaching and learning activities
	include at least	sections of the course manuals)
	two opportunities	
	to use continuous	3.3 Discuss in your various course groups how the
	assessment to	different activities would be carried out in both CoE
	support student	and basic school classrooms to achieve the LOs and
	teacher learning	the LIs of the course manual for lesson 2.
•	Resources:	Example: i. The role of the language classroom teacher, the
•	 links to the 	LO is Demonstrate knowledge of planning classroom
	existing PD	organization and management by illustrating optimum use
	Themes, for	of instructional resources (computers, books, writing
	example, action	materials, reference material, manipulative, creative
	research,	constructive materials, etc.) that facilitate efficiency and
1	questioning	effectiveness of access, use, maintenance, and storage of
	and to other	such resources (NTS 1c:12, NTS 2e, 2f:13); and the
	external	LI is: Students will be able to determine how the
	reference	classroom organization may lead to efficiency and
	material:	effectiveness.
	literature, on	One activity is: Tutor tasks student teachers in their mixed
	web, Utube,	ability groups to go online (YouTube) using the available
	physical	gadgets to search for some of the importance of English
	resources,	language teacher as a role model of discipline.
	•	ii. In teaching 'Articulation Phase, the LO is: Demonstrate
	power point;	knowledge of how English speech sounds are produced.
	how they	(NTS 2c:13) and the
1	should be used.	LI is: Describe the process of Producing English sounds
	Consideration	One activity: Tutor tasks student teachers to identify the
	needs to be	correct articulation of the various English speech sounds
	given to local	correct articulation of the various English speech sounds
	availability	

 guidance on any power point 	as they observe teachers and learners in partner schools during STS.	
presentations, TLM or other resources	Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.	
which need to be developed to support learning	Examples: Phonetics and Phonology of English: Task students in their mixed ability groups to use available online tools to search online for other sub-glottal organs	
 Tutors should be expected to have a plan for the next lesson for student teachers 	This is followed by oral presentation of sentences by student teachers on the basis of their research. Guide student teachers to draw and label the phonetic diagram with the different organs of speech.	
	Classroom organisation and Management: Tutor brainstorms with student-teachers the concept of classroom organisation and management. Task student- teachers in their mixed ability groups to go to YouTube to identify the various types of classroom organization and management.	
	NOTE: some useful Education Technology Resources for teaching and learning include:	
	3.4 Model a selected activity in a teaching situation.	
	Examples: English Language Classroom Organisation, Management and Assessment: Teaching of the importance of the English language teacher as a role model of discipline can be modelled.	
	<i>Phonetics and Phonology:Teaching</i> of International Phonetic Alphabet: Initiation Phase can be modelled.	
	3.5 Discuss, in your course groups, how GESI issues related to the teaching and learning activities of the lesson would be addressed.	
	E g. 1. Equal representation of males and females and mix ability grouping as appropriate.2.Assign leadership roles to females as well as males.	
	3.6 Identify the 21 st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.	

	 E.g. (1) The use of ICT to prepare and present lessons. 2. Development of collaborative and communicative skills through group works and presentations. 3.7 Read the assessment activities in the various manuals and identify areas that require clarification 3.8 Discuss areas that student teachers could research into for group presentation and class exercises. Example of areas could include: Presentation on the correct articulation of the various English speech sounds. Student teachers are expected to show peers their own efforts at producing the speech sounds. This assessment may be graded and recorded as part of the subject portfolio. 1individual class assignment on organizational strategies. 3.9 Remind student teachers to begin working on their subject project. 	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Reflect on what you have learnt in the session which you will be using in your lesson and share your ideas with the class. 4.1.1 Identify outstanding issues relating to the lesson/s for clarification. 4.2 Identify critical friends who took part in the PD session to sit in your classes during lesson and report on observations made at next PD session. Read lesson 3 to prepare for next week's PD session. 	15 mins

Age Levels/s:

Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom
 Organisation, Management and
 Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 3 in the Course Manual

Lesson Title: English: Classroom Organisation and Management (UP) Classroom organisation and management as discipline: Strategies for discipline in the language classroom

Phonetics and Phonology of English (JHS) Transcription: Transcription of English Sounds

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned 	 1.1 Give an icebreaker to begin the session. 1.2 Using a 'Post-It' card, write the main issues raised in the previous PD session in English and post it on the wall for discussion. 1.3 Pick one post-it card and read what is on it to the whole group. 1.4 Give report on the lesson observations to the group. 	

 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, 	 1.4.1 Identify and discuss some outstanding issues and lessons learnt from the reports with your elbow partner. 1.5 Read and discuss the introductory sections of lesson 3 up to and including learning outcomes and indicators in the respective course manuals. Indicate how relevant the LIs are for the successful achievement of the LOs at the end of the lesson: For example, the LO for Classroom Organisation and Management is design the organization of the physical aspects of a classroom (furniture, areas, etc.) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature and also establish 	
NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.	classroom procedures and expectations (rules) to promote a positive, effective and efficient learning environment (NTS 3c) 2f:13 and one of the LIs is: Organise the physical aspects of a classroom for effective language learning.) For Phonetics and Phonology, the LO is Demonstrate knowledge of how English speech sounds are produced.	
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD	(NTS 2c:13); while one of the LIs is Transcribe English consonant and English vowels sounds.) 1.5.1 Refer to the introductory part of lesson 3 in your	
session	course manuals to have an overview of the content to be taught in the lesson. 1.5.2 In your course groups, refer to the introductory	
	part of your course manuals and read and discuss the lesson description and purpose for lesson 3 for the various levels.	
	1.5.3 In your course groups, identify the challenging areas in the lesson that you think might need some clarification and share them with the whole group for discussion.	
	 1.6 Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson E.g. What is the chartest method for legrating to transcribe 	
	What is the shortest method for learning to transcribe English words? Why is classroom discipline crucial in the teaching/learning of language?	

	2.	Concept	2.1. In your course groups, go through the respective	15 mins
		Development	lesson manuals and come out with the main contents	
		(New learning	to be covered in lesson 3, and their distinct parts	
		likely to arise in		
		lesson/s):	Examples:	
	•	Identification and	English Language Classroom Organisation, Management	
		discussion of new	and Assessment: Classroom organisation and	
		learning, potential	management as discipline	
		barriers to	[Strategies for discipline in the language classroom]	
		learning for	Phonetics and Phonology: Transcription [Transcription of	
		student teachers	English Sounds]	
		or students,		
		concepts or	2.1.1. Bring out issues, in the content, that need	
		pedagogy being	clarification for discussion with the whole group.	
		introduced in the	For example, in	
		lesson, which	Phonetics and Phonology, 'prominent features in	
		need to be	transcribed English words might need clarification while	
		explored with the	'Strategies for discipline in the language classroom' might	
		SL/HoD	need clarification in English Language Classroom	
		The guidance for	Organisation, Management and Assessment.	
		HoD should set	24.2 Decidation to a static condition of the sindividual	
		t what they need	2.1.2. Read the topics and the sub-topics of the individual	
		do to introduce	course manuals for lesson 3 and evaluate the	
		d explain the	components that relate to the prior knowledge of student teachers.	
	ISS	ues/s with tutors	student teachers.	
			Examples:	
			Phonetics and Phonology:	
			Topic: Transcription	
			A sub-topic: 'Transcription of English Sounds'	
			Prior knowledge of students: Student teachers have	
			already been introduced to the Production of Speech	
			Sounds	
			English Language Classroom Organisation, Management	
			and Assessment:	
			Topic: Classroom organisation and management as	
			discipline	
			A sub-topic: 'Strategies for discipline in the language	
			classroom'	
1			Prior knowledge of students: Student teachers have	
1			already been introduced to the concept of classroom	
1			organization and management and Sequencing activities	
1			in the classroom	
1				1

		· · · · · · ·	
		2.3 In your course groups discuss the challenges you	
		might encounter when presenting topics of your	
		lessons and share your challenges with the whole	
		group	
		Examples:	
		In Phonetics and Phonology,	
		Student-teachers' background knowledge in first	
		languages might not help them sometimes to transcribe	
		English words correctly.	
		With Classroom Organisation, Management and	
		Assessment, student teachers might not possess the	
		needed skill to organise their language classrooms in such	
		a way that will promote discipline in children and improve	
		their English language proficiency.	
		then English language profilerency.	
		2.4. Discuss possible ways of dealing with the challenges.	
		2.5 Refer to the strategies <i>section of your</i> respective	
		course manuals and consider the suggested strategies	
		in the manual. Choose the most appropriate ones for	
		teaching the topics.	
		Examples:	
		Group work, think-pair-share, school visits, discussion,	
		concept mapping, individual work and presentation,	
		teacher modelling, brainstorming and questioning	
		icacher modelling, sranstorning and questioning	
3.	Planning for	3.1. Read the section on suggested teaching and learning	
	teaching, learning	activities in the manual and identify activities	
	and assessment	suggested for the delivery of lesson 3 to the various	
	activities for the	age levels.	
	lesson/s	Examples of suggested teaching and learning activities	
•	Reading and	for the delivery of lesson 3 include:	
-	discussion of the	i. Classroom Organisation, Management and Assessment:	
	teaching and	Discussing with student teachers the strategies for	
	learning activities	discipline in the language classroom	
	-	<i>ii. Phonetics and Phonology</i>	
•	Noting and	Asking student teachers to search online to find out some	
	addressing areas	of the prominent features in transcribed English words.	
	where tutors may		
	require	NOTE: some useful Education Technology Resources for	
	clarification	teaching and learning include:	
•	Noting	Office 365 vs G-suite for education, google meet for	
	opportunities for	online teaching, google classroom for online assignment	
	making links to the	submissions, p <u>lagiarism checking softwares</u> , Tools for	
	-		
	Basic School	c <u>hecking grammar errors online</u>	
	-		
•	Basic School	 checking grammar errors online 3.1.1. In your course groups, identify areas of the activities that need clarification. 	

 integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each 	3.2. Discuss the appropriateness of the activities and strategies for the delivery of lesson 3 in both the College of Education (B. ED) and the Basic School Curricula and how they will be used to enhance the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy) and GESI issues, such as making reasonable adjustmentsf for learners to overcome adverse effects of student/learners' L1 on their L2 learning) in the classroom.	
 lesson should include at least two opportunities to use continuous assessment to support student teacher learning Resources: links to the 	 3.3 Discuss in your various course groups how the different activities would be carried out in both CoE and basic school classrooms to achieve the LOs and the LIs of the course manual for lesson 3. Example: In teaching transcription of English words, The LO is: Demonstrate knowledge of how English speech sounds are produced. (NTS 2c:13) LI is: students will be able to Transcribe English consonant and English vowels sounds. 	
existing PD Themes, for example, action research, questioning and to other external reference material:	An activity is: Tutor writes on the board some English words and make certain features prominent in their transcription and tasks student teachers to try their hands on how to transcribe the words correctly. 3.4 Model a selected activity in a teaching situation. Examples:	
literature, on web, Utube, physical resources, power point; how they should be used. Consideration	English Language Classroom Organisation, Management and Assessment: Teaching of Strategies for discipline in the language classroom can be modelled. Phonetics and Phonology: Teaching of Transcription of English Sounds can be modelled.	
 needs to be given to local availability guidance on any power point presentations, TLM or other resources which 	 3.5. Identify which, 21st century skills that can be developed or applied in the lesson and how you can help student teachers to support basic school leaners to develop these skills through STS activities. E.g. (1) The use of ICT to prepare and present lessons. 2. Development of collaborative and communicative skills through group works and presentations. 	
need to be developed to support learning	3.6. Read the assessment activities in the various manuals and identify areas that require clarification.	

Tutors should be expected to have a plan for the next lesson for student teachers	 3.7. Identify and discuss areas that student teachers could research into for group presentation and class exercises. E.g. One group presentation on transcription of English words and One Group presentations on establishing classroom procedures and expectations that will positively affect the learning environment. (This assessment may be graded and recorded as part of the subject portfolio.) 3.8. Remind student teachers to continue working on their subject project. 	
4. Evaluation and review of session:	4.1 Using Think-Pair-Share, reflect on what you have	15 mins
 Tutors need to identify critical 	learnt in the session which you might be using in your lesson and share your ideas with the class.	
friends to observe lessons and report at next session.	4.1.1 Identify outstanding issues relating to the lesson/s for clarification.	
ut next session.		
 Identifying and addressing any outstanding issues relating to the 	4.2 Identify critical friends who took part in the PD session to sit in your classes during lesson and report on observation made at next PD session.	

Age Levels/s:

Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom Organisation, Management and Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 4 in the Course Manual

Lesson Title:

English:

Classroom Organisation and Management (UP)

 Creating a student-centred language environment and making English language teaching interesting and motivating: What is student-centred language environment?

Phonetics and Phonology of English (JHS)

 Broad/narrow transcription and Phonemic/Phonetic transcription: Broad/narrow transcription I Broad/narrow transcription II Phonemic/Phonetic transcription I Phonemic/Phonetic transcription II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous semester's last PD lesson/session. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. Programme. 	

outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group. Examples: Phonetics and Phonology of English : (LO): Demonstrate knowledge of how English speech sounds are produced and transcribed. (NTS 2c:13) (LI): Identify the organs of speech. Describe the process of Producing English sounds. Classroom Organisation, Management and Assessment: (LO):Student teachers will be able to demonstrate knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14) (LI): Discuss the strategies of integrating theoretical concepts into English language classroom Idensity language classroom (Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson E.g., The Phonetics and Phonology of English course is 	
	 the English language classroom Ddiscuss the motivating factors that help students to succeed in English language classroom (Refer to the learning outcomes and indicators sections of the lessons). 1.4 Refer to the lesson descriptions in the manuals and 	

5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction.	
amnles.	
•	
anaging the skills relating to teaching and learning	
glish language in their classrooms.	
is can be avoided when they have an in-depth	
owledge in foundations of classroom organisation and	
anagement.	
onetics and Phonology:	
Ident teachers may have challenges in reconciling the	
giish words correctly.	
is can be avoided when they have an in-depth	
owledge in English phonetics and phonology	
Using Think-Pair-Share strategy, come out with what	15 mins
you think is the main content to be covered in lesson	
1 for your respective courses.	
amples:	
Inscription	
tes: Phonetic transcriptions provide more details on	
unds. We use square brackets to enclose phones or	
unds and slashes to enclose phonemes.	
glish Language Classroom Organisation, Management	
d Assessment:	
planation of the concept student-centred language	
vironment?	
tes	
eractive and communal elements, altogether	
oducing a personalized learning experience.	
	lesson introduction. amples: glish Language Classroom Organisation, Management d Assessment: s likely that students- teachers may have challenges inaging the skills relating to teaching and learning glish language in their classrooms. is can be avoided when they have an in-depth bowledge in foundations of classroom organisation and inagement. onetics and Phonology: ident teachers may have challenges in reconciling the ferences in sound repertoire in their pronunciation of glish words correctly. is can be avoided when they have an in-depth bowledge in English phonetics and phonology Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. amples: onetics and Phonlogy: derstanding the concepts phonemic and phonetic nscription tes: Phonetic transcriptions provide more details on w the actual sounds are pronounced, while phonemic nscriptions represent how people interpret such unds. We use square brackets to enclose phones or unds and slashes to enclose phonemes. glish Language Classroom Organisation, Management d Assessment: blanation of the concept student-centred language vironment? tes: tudent-centred learning environment offers students e tools for content production and management with eractive and communal elements, altogether

 issues/s with tutors course manuals and examine the aspects that link to student-teachers' previous knowledge. Examples: Phonetics and Phonology: Student teachers have already been introduced to transcription of English words. Student-teachers' Previous knowledge assumed in Classroom organization and Management might be that: Student teachers have already been introduced to the role of the language classroom teacher and strategies for discipline in the language classroom 2.1 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your challenges with the whole group Examples: Phonetics and Phonology: Student-teachers' background knowledge in first languages might not help them sometimes to reconcile the differences in sound repertoire in their pronunciation of English words correctly. Classroom Organisation, Management and Assessment: Student-teachers might have challenges managing all the skills and solving problems relating to teaching and learning English language. They might also not possess the needed skill to organise their language classrooms in such a way that children can take risks and improve their English language proficiency. 2.3 Refer to the strategies section of your respective course manuals, read through and select from the suggested strategies the most appropriate ones for teaching the topics. Examples: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning 2.4 Use 'the radio presenter strategy' to show how the selected activities will be used in the lessons to 	and explain the	2.1.1 Open to lesson 1 and its subtopics in the respective	
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		teacher modelling, brainstorming and questioning	
		2.4 Use 'the radio presenter strategy' to show how the	
promote learning at the New 4-Year B.Ed. and Basic			
school levels.			

3.	Planning for	3.1 Discuss through questions and answers on the	
	teaching, learning	various suggested teaching and learning activities to	
	and assessment	be used in the lesson delivery.	
	activities for the	Examples:	
	lesson/s	Phonetics and Phonology of English: Tasks student	
•	Reading and	teachers to use the available gadgets to go online to	
	discussion of the	search for Broad/narrow transcribed English words and	
	teaching and	identify their prominent features. OR Writes on the board	
	learning activities	some English words and make certain broad/narrow	
•	Noting and	features prominent in their transcription and tasks	
	addressing areas	student teachers to try their hands on how to transcribe	
	where tutors may	the words correctly through practice	
	require		
	clarification	Classroom organisation and Management: Guides	
•	Noting	student teachers to identify the various steps involved in	
	opportunities for	creating the student-centred language environment. OR	
	making links to the	Tasks student teachers to use the available gadgets to go	
	Basic School	online to search the YouTube for examples of student-	
	Curriculum	centred language environment.	
•	Noting		
	opportunities for	NOTE: some useful Education Technology Resources for	
	integrating: GESI	teaching and learning include:	
	responsiveness	Office 365 vs G-suite for education, google meet for	
	and ICT and 21 st C	online teaching, google classroom for online assignment	
	skills	submissions, p <u>lagiarism checking softwares</u> , Tools for	
•	Reading,	c <u>hecking grammar errors online</u>	
	discussion, and		
	identification of	3.2 Discuss how you will promote the delivery of English	
	continuous	lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21 st century skills.	
	assessment	Examples of 21 st century skills:	
	opportunities in	Communication skills, collaboration, observation and	
	the lesson. Each	enquiry skills, digital literacy, creativity, personal	
	lesson should	development and global citizenship.	
	include at least	Examples of GESI responses:	
	two opportunities to use continuous	Making reasonable adjustmentsfor physically challenged	
	assessment to	learners.	
	support student	Both male and female learners playing leading roles in a	
	teacher learning	group task	
•	Resources:		
	 links to the 	3.3 Discuss the appropriateness of the activities and	
	existing PD	strategies and how they will be used to enhance the	
	Themes, for	core and transferable skills (e.g., critical thinking,	
	example, action	communication, collaboration, digital literacy) and	
	research,	GESI (e.g., diversity issues, equal opportunities, non-	
	questioning	sexist language) in the lessons in both the College of	
	and to other	Education (B. ED) and the Basic School Curricula.	

	 N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 8 Now, in your course groups suggest GESI-related teaching and learning activities for the lesson. Describe how your findings can be used to improve the teaching of other courses/ subjects in the new 4-year B.Ed. Curriculum and the Basic School Curriculum (through STS activities) making adequate accommodations for students who are differently-able. <i>E.g., in a group task, all manner of students take the lead. Allow tutors to communicate their findings to the rest of the class.</i> 	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend from your group to sit in their classes during lesson and report on observation made during next PD session 4.3 Read lesson 2 to prepare for next week's PD session. 	15 mins

Age Levels/s: Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom Organisation, Management and Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 5 in the Course Manual

Lesson Title: English: Classroom Organisation and Management (UP) Creating a student-centred language environment and making English language teaching interesting and motivating: Motivating English language teaching

Phonetics and Phonology of English (JHS)

The Syllable Structure of English Words: What is a syllable? The internal structure of the syllable

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous semester's last PD lesson/session. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. Programme. 	

outcomes and indicators1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group.Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ast tutors might require clarification on any aspect of the lesson. NB SL/HoD should ast tutors to plan for their teaching as they go through the PD session(<i>LI</i>): to Producing English sounds. to Describe and classify the speech sounds of English. tutors to plan for their teaching as they go through the PD sessionClassroom Organisation, Management and Assessment: t(<i>LO</i>): Student teachers will be able to demonstrate knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivotion of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14) (<i>LI</i>): 			
	 indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD 	 Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group. Examples: Phonetics and Phonology of English : (LO): Demonstrate knowledge of how English syllable are structured in English words. (NTS 2c:13) (LI): Producing English sounds. Describe and classify the speech sounds of English. Transcribe English consonant and English vowels sounds Classroom Organisation, Management and Assessment: (LO): Student teachers will be able to demonstrate knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14) (LI): Discuss the strategies of integrating theoretical concepts into English language classroom / instructional practices. brainstorm the psychosocial behaviour of individuals in the English language classroom discuss the motivating factors that help students to succeed in English language classroom 1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson E.g., The Phonetics and Phonology of English course is designed to consolidate student-teachers' knowledge of the speech sounds and sound system of English so that they can articulate very high standards of usage. English Classroom Oraganisation, Management and Assessment helps student teachers develop appropriate English language classroom 	

	 1.5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction. <i>Examples:</i> English Language Classroom Organisation, Management and Assessment: It is likely that students- teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms. This can be avoided when they have an in-depth knowledge in foundations of classroom organisation and management.	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the 	 This can be avoided when they have an in-depth knowledge in English phonetics and phonology 2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. <i>Examples:</i> <i>Phonetics and Phonlogy:</i> <i>Understanding the concepts syllable internal structure</i> Notes: The syllable itself has no internal structure That is, there exist units intermediate in size between the syllable and the phoneme. Hierarchical views of the syllable typically divide the syllable into two primary units. These are, to use the terminology of Vergnaud and Halle (1979), the onset and the rime. English Language Classroom Organisation, Management 	15 mins
lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need	and Assessment: Explanation of the concept Motivating English language teaching Notes: People are intrinsically motivated when they enjoy doing an activity. Extrinsic motivation is a drive that comes	

to do to introduce	from outside of a person. People are extrinsically	
and explain the	motivated when they want to gain a reward (like a prize	
issues/s with tutors	or a good grade) or avoid a punishment.	
	211 Ones to lesses 1 and its subtanies in the respective	
	2.1.1 Open to lesson 1 and its subtopics in the respective	
	course manuals and examine the aspects that link to	
	student-teachers' previous knowledge.	
	Examples:	
	Phonetics and Phonology:	
	Student teachers have already been introduced to English	
	sound systems and their transcriptions.	
	Student-teachers' Previous knowledge assumed in	
	Classroom organization and Management might be that:	
	Student teachers have already been introduced to	
	student-centred language environment and motivating	
	English language teaching	
	2.2 In your course groups discuss the challenges you	
	might encounter when presenting topics of your	
	lessons and share your challenges with the whole	
	group	
	Examples:	
	Phonetics and Phonology:	
	Student-teachers' language background conflicts with the	
	L2. (consonant clusters for instance don't exist in	
	Ghanaian Languages)	
	Classroom Organisation, Management and Assessment:	
	Student-teachers might have challenges managing all the	
	skills and solving problems relating to teaching and	
	learning English language due to their background	
	knowledge in their first language.	
	They might also not possess the needed skill to organise	
	their language classrooms in such a way that children can	
	take risks and improve their English language proficiency.	
	2.2 Poter to the strategies section of your respective	
	2.3 Refer to the strategies <i>section of your</i> respective	
	course manuals, read through and select from the	
	suggested strategies the most appropriate ones for	
	teaching the topics.	

	Examples:	
	Group work, think-pair-share, school visits, discussion,	
	concept mapping, individual work and presentation,	
	teacher modelling, brainstorming and questioning	
	2.4 Use 'the radio presenter strategy' to show how the	
	selected activities will be used in the lessons to	
	promote learning at the New 4-Year B.Ed. and Basic	
	school levels.	
3. Planning for	3.1 Discuss through questions and answers on the	
teaching, learning	various suggested teaching and learning activities to	
and assessment	be used in the lesson delivery.	
activities for the		
lesson/s	Examples: Phonetics and Phonology of English: Tasks student	
	Phonetics and Phonology of English: Tasks student	
Reading and	teachers in their mixed ability groups to use the available	
discussion of the	digital tools to go online (YouTube) to search for the	
teaching and	internal structure of the syllable and do a presentation on	
learning activities	them	
Noting and		
addressing areas	Guides student teachers to use the organizational	
where tutors may	structure of the syllable to develop one, two and poly	
require	syllabic words and practice their proper pronunciations.	
clarification	This may be done through a selected number of males	
Noting	and females (equity) in the class.	
opportunities for	Classroom organisation and Management: TR: Guides	
making links to the	student teachers to identify as many as possible	
Basic School	motivating practices that can make English language	
Curriculum	classroom environment lively. OR	
 Noting 	Tasks student teachers to use the available gadgets to go	
opportunities for	online to search the YouTube for some more examples of	
integrating: GESI	motivating practices that makes English language	
responsiveness	environment interesting.	
and ICT and 21 st C		
skills	STDT: Student teachers identify the various motivating	
Reading,	practices that can make English language classroom	
discussion, and	environment lively. OR	
identification of		
continuous	Student teachers use the available gadgets to go online	
assessment	to search the YouTube for some more examples of	
opportunities in	motivating practices that makes English language	
the lesson. Each	environment interesting.	
lesson should		
include at least	NOTE: some useful Education Technology Resources for	
two opportunities	teaching and learning include:	
to use continuous	Office 365 vs G-suite for education, google meet for	

	<u>г</u>	
assessment to	online teaching, google classroom for online assignment	
support student	submissions, p <u>lagiarism checking softwares</u> , Tools for	
teacher learning	c <u>hecking grammar errors online</u>	
Resources:		
\circ links to the	3.2 Discuss how you will promote the delivery of English	
existing PD	lessons in both the B.Ed. and Basic School Curricula,	
Themes, for	as well as GESI and 21 st century skills.	
example, action	Examples of 21 st century skills:	
research,	Communication skills, collaboration, observation and	
questioning	enquiry skills, digital literacy, creativity, personal	
and to other	development and global citizenship.	
external	Examples of GESI responses:	
reference	Making reasonable adjustmentsfor physically challenged	
material:	learners.	
literature, on	Both male and female learners playing leading roles in a	
web, Utube,	group task	
physical	9.000 0000	
resources,	(Refer tutors to the teaching and learning activities	
power point;	sections of the course manuals)	
how they		
should be used.	3.3 Discuss the appropriateness of the activities and	
Consideration	strategies and how they will be used to enhance the	
needs to be	core and transferable skills (e.g., critical thinking,	
	communication, collaboration, digital literacy) and	
given to local		
availability	GESI (e.g., diversity issues, equal opportunities, non-	
 guidance on 	sexist language) in the lessons in both the College of	
any power	Education (B. ED) and the Basic School Curricula.	
point	2.4 Model a colored activity in a tapphing situation	
presentations,	3.4 Model a selected activity in a teaching situation.	
TLM or other	Evenenies	
resources	Examples:	
which need to	English Language Classroom Organisation, Management	
be developed	and Assessment:	
to support	Modeling the teaching of motivation and student	
learning	engagement in the ESL classroom	
Tutors should be		
expected to have	Phonetics and Phonology:	
a plan for the next	Modeling the teaching of syllable structure of English	
lesson for student		
teachers	3.5 Refer to the assessment section of your respective	
	manuals. Read on Subject project and Subject	
	portfolio. Share your understanding of each concept.	
	3.6 Examine the mode of assessment outlined in the	
	various manuals and find out how they are aligned	
	with the NTEAP in terms of subject project, subject	
	portfolio including those gathered from School Visit	

 (STS) and end of semester examination. For example, identify and discuss some areas for your Subject projects for the semester. <i>Examples:</i> <i>Phonetics and Phonology of English:</i> A project work on how to teach the English Language syllable. English Language Classroom Organisation, Management and Assessment:A project work on what the English 	
 Language classroom motivation is 3.6.1 discuss the structure of the prospective subject projects' topics in terms of the introduction, methodology, substantive section and the conclusion. 3.7 Discuss ICT assessment tools that can be used for assessment of students. 	
Example: We can use ICT tools to assess and evaluate student learning in divers ways. Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot	
 N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. e. (Assessment of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 	
3.8 Now, in your course groups suggest GESI-related teaching and learning activities for the lesson. Describe how your findings can be used to improve the teaching of other courses/ subjects in the new 4- year B.Ed. Curriculum and the Basic School Curriculum (through STS activities) making adequate accommodations for students who are differently- able.	

	E.g., in a group task, all manner of students take the lead. Allow tutors to communicate their findings to the rest of the class.	
 4. Evaluation and review of session: Tutors need to identify critical 	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
friends to observe lessons and report at next session.	4.3 Read lesson 6 to prepare for next week's PD session.	

Age Levels/s: Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom Organisation, Management and Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 6 in the Course Manual

Lesson Title:

English:

Classroom Organisation and Management (UP)

Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity: classroom organisation and management

Phonetics and Phonology of English (JHS)

The syllable structure and Syllabification of English words: The syllable structure of English words: Patterns of the syllable I, The syllable structure of English words: Patterns of the syllable II, The syllable structure of English words: types, Syllabification of English words

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion 	 1.1. Give an icebreaker to begin the session. 1.2. Tell the group how useful PD session 5 was and how it influenced your teaching over the week. 1.3. Give report on the lesson observations to the group. 	

and lessons 1.3.1 Discuss the outstanding issues and lessons learnt learned from the reports with the group. Reading and 1.4. Read and discuss the introductory sections of lesson discussion of the introductory 6 up to and including learning outcomes and sections of the indicators in the respective course manuals. Indicate how relevant the LIs are for the successful lesson up to and achievement of the LOs at the end of the lesson: For including learning outcomes and example, the LO for Classroom Organisation and indicators Management and Assessment is Analyse a given classroom situation for legal, ethical and • Overview of professional issues and concerns, by applying legal, content and ethical, and professional reactions to the situation identification of and provide resolutions to align the classroom any distinctive legally, ethically, and professionally. This will include aspects of the all legal bases including students with disabilities lesson/s, (NTS 1d, 2a: 12, 13); NB The guidance for and one of the LIs is: Identify policies of legal issues of the SL/HoD should educational system in Ghana.) identify and address For Phonetics and Phonology, the LO is 'Demonstrate any areas where knowledge on English syllable structure and tutors might require Syllabification of English words (NTS 2c:13). clarification on any); while one of the LIs is 'Describe and classify the speech aspect of the lesson. sounds of English consonant and English vowel sounds. NB SL/HoD should ask tutors to plan for 1.4.1 Refer to the introductory part of lesson 6 in your their teaching as they course manuals to have an overview of the content go through the PD session to be taught in the lesson. E.g. English Language Classroom Organisation, Management and Assessment: (Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity]. Phonetics and Phonology: The syllable structure and Syllabification of English words] 1.4.2 In your course groups, refer to the introductory part of your course manuals and read and discuss the lesson description and purpose for lesson 6 for the various levels. 1.4.3 In your course groups, identify the challenging areas in the lesson that you think might need some clarification and share them with the whole group for discussion.

	 1.5. Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson. E.g. Why think about legal issues in the classroom? What is syllabification? 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1. In your course groups, go through the respective lesson manuals and come out with the main contents to be covered in lesson 6, and their distinct parts <i>Examples:</i> <i>English Language Classroom Organisation, Management and Assessment: Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.</i> [Classroom organisation and management] <i>Phonetics and Phonology: The syllable structure and Syllabification of English words [The syllable structure of English word: types]</i> 2.1.1. Bring out issues, in the content, that need clarification for discussion with the group. <i>For example, in Phonetics and Phonology, 'syllable structure and Syllabification' might need clarification while 'classroom situations for law abiding issues might need clarification in English Language Classroom Organisation, Management and Assessment.</i> 2.1.2. Read the topics and the sub-topics of the individual course manuals for lesson 6 and evaluate the components that relate to the prior knowledge of student teachers. <i>Examples:</i> 	15 mins
	Phonetics and Phonology: Topic: The syllable structure and Syllabification of English words A sub-topic: 'The syllable structure of English words: Patterns of the syllable I Prior knowledge of students: Student teachers have already been introduced to English syllables. English Language Classroom Organisation, Management and Assessment: Topic: Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.	

	A sub-topic: 'Classroom organisation and management' Prior knowledge of students: Student teachers have	
	already been introduced to how to manage the classroom	
	atmosphere for effective teaching and learning in the	
	previous lesson.	
	2.3 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your challenges with the whole	
	group	
	Examples:	
	In Phonetics and Phonology,	
	In Phonetics and Phonology, it is likely that student	
	teachers may have challenges in reconciling the	
	differences in sound repertoire in their pronunciation of	
	English words correctly. With Classroom Organisation,	
	Management and Assessment, Students may lack	
	knowledge on how to organise and manage a	
	multipurpose class to suit learning abilities of learners	
	with varied learning needs.	
	with varies learning needs.	
	2.4. Discuss possible ways of dealing with the challenges.	
	2.5. Refer to the strategies <i>section of your</i> respective course manuals and consider the suggested strategies in the manual. Choose the most	
	appropriate ones for teaching the topics.	
	Examples:	
	Group work, think-pair-share, school visits, discussion,	
	concept mapping, individual work and presentation,	
	teacher modelling, brainstorming and questioning	
3. Planning for	3.1. Read the section on suggested teaching and learning	
teaching, learning	activities in the manual and identify activities	
and assessment	suggested for the delivery of lesson 6 to the various	
activities for the	age levels.	
lesson/s	Examples of suggested teaching and learning activities	
Reading and	for the delivery of lesson 6 include:	
discussion of the	i. Classroom Organisation, Management and Assessment:	
teaching and	Tutor putting student teachers in groups and tasking	
learning activities	them to discuss why it is necessary to make the classroom	
 Noting and 	convenient for all learners.	
addressing areas	ii. Phonetics and Phonology	
where tutors may	Tasking student teachers in their mixed ability groups to	
require	use their digital tools to go online (YouTube) to search for the various types of syllable structures and practice them	
clarification	the various types of syllable structures and practice them	

•	Noting	NOTE: some useful Education Technology Resources for	
	opportunities for	teaching and learning include:	
	making links to	Office 365 vs G-suite for education, google meet for	
	the Basic School	online teaching, google classroom for online assignment	
	Curriculum	submissions, plagiarism checking softwares, Tools for	
•	Noting	checking grammar errors online	
	opportunities for		
	integrating: GESI	3.1.1. In your course groups, identify areas of the	
	responsiveness	activities that need clarification.	
	and ICT and 21 st C		
	skills	3.2. Discuss the appropriateness of the activities and	
•	Reading,	strategies for the delivery of lesson 6 in both the	
-	discussion, and	College of Education (B. ED) and the Basic School	
	identification of	Curricula and how they will be used to enhance the	
	continuous	core and transferable skills (e.g., critical thinking,	
	assessment	communication, collaboration, digital literacy) and	
	opportunities in	GESI issues, (such as making reasonable adjustments	
	the lesson. Each	to make the classroom convenient for all manner of	
	lesson should	learners irrespective of their social status) in the	
	include at least	classroom.	
	two opportunities		
	to use continuous	3.3 Discuss in your various course groups how the	
	assessment to	different activities would be carried out in both CoE	
	support student	and basic school classrooms to achieve the LOs and	
	teacher learning	the LIs of the course manual for lesson 6.	
•	Resources:	Example: In teaching Classroom organisation and	
	 links to the 	management	
	existing PD	The LO is: Analyse a given classroom situation for legal,	
	Themes, for	ethical and professional issues and concerns, by applying	
	example,	legal, ethical, and professional reactions to the situation	
	action	and provide resolutions to align the classroom legally,	
	research,	ethically, and professionally. This will include all legal	
	questioning	bases including students with disabilities (NTS 1d, 2a: 12,	
	and to other	13)	
	external	LI is: Students will be able to discuss the implications of	
	reference	legal and ethical policies to the organisation and	
	material:	management of English language classroom	
	literature, on	One activity is: Tutor puts student teachers in groups and	
	web, Utube,	tasks them to discuss why it is necessary to make the	
	physical	classroom convenient for all learners.	
	resources,	3.4 Select one activity and model it in a teaching	
	power point;	situation.	
	how they		
	should be	Examples:	
	used.	English Language Classroom Organisation, Management	
	Consideration	and Assessment: Modelling the teaching of Classroom	
	needs to be	organisation and management	
		organisation and management	

		,
given to local availability	Phonetics and Phonology: Teaching of Syllabification of English words can be modelled.	
 guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student 	 3.5. Identify which, 21st century skills can be developed or applied in the lesson and how you can help student teachers to support basic school leaners to develop these skills through STS activities. <i>E.g.</i> (1) The use of YouTube to watch live lessons on how to make the classroom convenient for all manner of learners. 2. Development of collaborative and communicative skills through group works and presentations. 3.6. Read the assessment activities in the various manuals and identify areas that require clarification. 	
teachers	 3.7. Identify areas that student teachers could research into for group presentation and class exercises. Example of areas may include: Tasking student teachers to go to a partner school and record (with permission) some of the discourses and analyse the syllable and syllabification of the English words. (This is a mini- research which may be graded as part of the Subject Project) 3.8. Remind student teachers to continue working on their subject projects. 	
 4. Evaluation and review of session: Tutors need to identify critical 	4.1 Using 'Tell your neighbour', reflect on and whisper one main thing you have learnt in the session to another tutor closer to you.	15 mins
friends to observe lessons and report at next session.	4.1.1 Identify outstanding issues relating to the lesson/s for clarification.	
 Identifying and addressing any outstanding issues relating to the 	4.2 Identify critical friends who took part in the PD session to sit in your class during lesson and report on his/her observations at next PD session.	
lesson/s for clarification	4.3 Read lesson 7 to prepare for next week's PD session.	

Age Levels/s:

Name of Subject/s:

English

Upper Primary Junior High School

• English Language Classroom Organisation, Management and Assessment (UP)

• Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 7 in the Course Manual

Lesson Title:

English:

Classroom Organisation and Management (UP)

• Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity: Policies of legal issues of the educational system in Ghana, Ethical issues in the educational system in Ghana, Professional issues in the educational system in Ghana, Differences between curriculum and syllabus

Phonetics and Phonology of English (JHS)

 Stress in English Words: What is Stress, The nature of stress in English, Levels of stress, Stress in simple/Complex/Compound words

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned 	 1.1. Tell your friend the main issues raised in the previous PD session in English and how they helped you in your lesson delivery within the week. 1.2. Give report on the lesson observations to the group. 1.2.1. Discuss the outstanding issues and lessons learnt from the reports with the group. 1.3. Read and discuss the introductory sections of lesson 7 up to and including learning outcomes and 	

Reading and	indicators in the respective course manuals. Indicate	
discussion of the	how relevant the LIs are for the successful	
introductory	achievement of the LOs at the end of the lesson: For	
sections of the	example, the LO for Classroom Organisation and	
lesson up to and	Management and Assessment is Analyse a given	
including learning	classroom situation for legal, ethical and	
outcomes and	professional issues and concerns, by applying legal,	
indicators	ethical, and professional reactions to the situation	
Overview of	and provide resolutions to align the classroom	
content and	legally, ethically, and professionally. This will include	
identification of	all legal bases including students with disabilities	
any distinctive	(NTS 1d, 2a: 12, 13) and one of the LIs is discuss the	
aspects of the	implication of professional issues to the organisation	
lesson/s,	and management of English language classroom).	
NB The guidance for	For Phonetics and Phonology, the LO is 'Demonstrate	
SL/HoD should	knowledge on the concept and nature of stress in English'	
identify and address	(NTS 2c:13); while one of the	
any areas where	Lis is 'students will be able to describe and classify the	
tutors might require	speech sounds of English'.	
clarification on any		
aspect of the lesson.	1.3.1 Refer to the introductory part of lesson 7 in your	
NB SL/HoD should ask	course manuals to have an overview of the content	
tutors to plan for	to be taught in the lesson. E.g. English Language	
their teaching as they	Classroom Organisation, Management and	
go through the PD	Assessment: Analysis of classroom situations for law	
session	abiding issues taking into consideration equity and	
50551011	inclusivity.	
	Phonetics and Phonology: Stress in English Words	
	1.3.2 In your course groups, refer to the introductory	
	part of your course manuals and read and discuss	
	the lesson description and purpose for lesson 7 for	
	the various levels.	
	1.3.3 In your course groups, identify the challenging	
	areas in the lesson that you think might need some	
	clarification and share them with the whole group	
	for discussion.	
	1.4. Using the Think-Pair-Share strategy, bring out the	
	controversial questions that are likely to arise from	
	the introduction to the lesson.	
	E.g. How do I place stress on words with ease?	
	Useful websites	
	https://www.englishclub.com/pronunciation/word-	
	<u>stress-quiz.htm</u>	

2.	Concept	2.1. In your course groups, go through the respective	15 mins
	Development	lesson manuals and come out with the main	
	(New learning	contents to be covered in lesson 7, and their distinct	
	likely to arise in	parts	
	lesson/s):	Examples:	
•	Identification and	English Language Classroom Organisation, Management	
	discussion of new	and Assessment: Analysis of classroom situations for law	
	learning, potential	abiding issues taking into consideration equity and	
	barriers to	inclusivity. [Professional issues in the educational system in	
	learning for	Ghana]	
	student teachers	Phonetics and Phonology: Stress in English Words [The	
	or students,	nature of stress in English]	
	concepts or		
	pedagogy being	2.1.1. Bring out issues, in the content, that you think	
	introduced in the	need clarification, for discussion with the group.	
	lesson, which	For example, in Phonetics and Phonology, 'levels of stress'	
	need to be	might need clarification while Differences between	
	explored with the	curriculum and syllabus might need clarification in	
	SL/HoD	English Language Classroom Organisation, Management	
	3 The guidance for	and Assessment.	
	/HoD should set		
	t what they need	2.2. Read the topics and the sub-topics of the individual	
	do to introduce	course manuals for lesson 7 and evaluate the	
	d explain the	components that relate to the prior knowledge of	
iss	ues/s with tutors	student teachers.	
		Francisco	
		Examples:	
		Phonetics and Phonology: Topic: Stress in English Words	
		A sub-topic: The nature of stress in English	
		Prior knowledge of students: Student teachers have	
		already been introduced to the syllable and syllabification	
		of English words.	
		English Language Classroom Organisation, Management	
		and Assessment:	
		Topic: Analysis of classroom situations for law abiding	
		issues taking into consideration equity and inclusivity.	
		A sub-topic: 'Professional issues in the educational system	
		in Ghana.'	
		Prior knowledge of students: Student teachers have	
		already been introduced to how to manage the classroom	
		atmosphere for effective teaching and learning in the	
		previous lesson.	
		2.3 In your course groups discuss the challenges you	
		might encounter when presenting topics of your	

		lessons and share your challenges with the whole	
		group	
		Examples:	
		In Phonetics and Phonology, it is likely that Student-	
		teachers background knowledge in first languages does	
		not help them sometimes to place stress on English words	
		with ease.	
		With Classroom Organisation, Management and	
		Assessment, Students may lack knowledge on how to	
		organise and manage a multipurpose class to suit	
		learning abilities of learners with varied learning needs.	
		2.4. Discuss possible ways of dealing with the challenges.	
		<i>E.g. Putting student teachers in mixed groups and tasking</i>	
		them to search online for professional and ethical issues	
		in the educational system in Ghana will make them	
1		conversant with how to organise and manage a	
1		multipurpose class to suit learning abilities of learners	
1		with varied learning needs; and with the nature of stress	
		in English, tasking student teachers carry out enough	
		research and presentation on 'Stress in English words,	
		can make them competent in stress marking both in	
		speaking and writing.	
		2.5. Refer to the strategies section of your respective	
		course manuals and consider the suggested	
		strategies in the manual. Choose the most	
		appropriate ones for teaching the topics.	
		Examples:	
		Group work, think-pair-share, school visits, discussion,	
		concept mapping, individual work and presentation,	
1		teacher modelling, brainstorming and questioning	
-			
3.	Planning for	3.1. Read the section on suggested teaching and learning	
	teaching, learning	activities in the manual and identify activities	
1	and assessment	suggested for the delivery of lesson 7 to the various	
	activities for the	age levels.	
	lesson/s	Examples of suggested teaching and learning activities	
•	Reading and	for the delivery of lesson 7 include:	
1	discussion of the	Classroom Organisation, Management and Assessment:	
1	teaching and	Tutor putting student teachers into task groups and	
1	learning activities	tasking them to search online for Professional issues in	
•	Noting and	the educational system in Ghana	
Ĩ	addressing areas	Phonetics and Phonology	
	-	Tutor tasks student teachers to go online (YouTube) to	
	where tutors may	2	
1	require	observe a tutorial lesson on the characteristics (force of	
1	clarification	utterance, pitch of the voice etc) of the nature of word	
		stress and practice.	

•	Noting	NOTE: Some useful Education Technology Resources for	
-	opportunities for	teaching and learning include:	
	making links to	Office 365 vs G-suite for education, google meet for	
	the Basic School	online teaching, google classroom for online assignment	
	Curriculum	submissions, plagiarism checking softwares, Tools for	
-		checking grammar errors online	
•	Noting	Checking grunning errors onnine	
	opportunities for	2.1.1. In your course groups, identify areas of the	
	integrating: GESI	3.1.1. In your course groups, identify areas of the	
	responsiveness	activities that need clarification.	
	and ICT and 21 st C		
	skills	3.2. Discuss the appropriateness of the activities and	
٠	Reading,	strategies for the delivery of lesson 7 in both the	
	discussion, and	College of Education (B. ED) and the Basic School	
	identification of	Curricula and how they will be used to enhance the	
	continuous	core and transferable skills (e.g., critical thinking,	
	assessment	communication, collaboration, digital literacy) and	
	opportunities in	GESI issues, (such as making reasonable adjustments	
	the lesson. Each	to make the classroom convenient for all manner of	
	lesson should	<i>learners irrespective of their social status</i>) in the	
	include at least	classroom.	
	two opportunities		
	to use continuous	3.3 Discuss in your various course groups how the	
	assessment to	different activities would be carried out in both CoE	
	support student	and basic school classrooms to achieve the LOs and	
	teacher learning	the LIs of the course manual for lesson 7.	
•	Resources:	Example: i. In teaching Ethical issues in the educational	
	 links to the 	system in Ghana,	
	existing PD	the LO is: Analyse a given classroom situation for legal,	
	Themes, for	ethical and professional issues and concerns, by applying	
	example, action	legal, ethical, and professional reactions to the situation	
	research,	and provide resolutions to align the classroom legally,	
	questioning	ethically, and professionally. This will include all legal bases	
	and to other	including students with disabilities (NTS 1d, 2a: 12, 13) and	
	external	the	
	reference	LI is: Students will be able to discuss the implications of	
	material:	legal and ethical policies to the organisation and	
	literature, on	management of English language classroom.	
	web, Utube,	One activity is: Tutor puts student teachers into task	
	physical	groups and tasks them to search online for ethical issues	
		in the educational system in Ghana.	
	resources,	<i>ii. In teaching 'The nature of stress in English', the LO is:</i>	
	power point;	Demonstrate knowledge on the concept and nature of	
	how they	stress in English. (NTS 2c:13) and the	
	should be used.	LI is: Describe and classify the speech sounds of English.	
	Consideration		
	needs to be	One activity is: Tutor tasks student teachers to read a text	
	given to local	in order to familiarise themselves and practice word	
	availability	stress.	

 guidance on 	3.4. Select an activity and model it in a teaching situation.	
 any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Examples: English Language Classroom Organisation, Management and Assessment: Teaching of Professional issues in the educational system in Ghana can be modelled. Phonetics and Phonology: Teaching of Stress in simple/Complex/Compound words' can be modelled. 3.5. Identify which, 21st century skills that can be developed or applied in the lesson and how you can help student teachers to support basic school leaners to develop these skills through STS activities. E.g. (1) The use of YouTube to watch live lessons on Professional issues in the educational system in Ghana. (2) Development of critical thinking, collaborative and communicative skills through brainstorming, group works and presentations. 	
	3.6. Read the assessment activities in the various manuals and identify areas that require clarification.	
	 3.7. Identify areas that student teachers could research into for class exercises and mini quizzes. <i>Example of areas may include:</i> One class exercise or mini quiz could be on 'Stress in English Words'. This exercise may be graded as part of students' subject portfolio 	
	3.8. Remind student teachers to continue working on their subject projects.	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Reflect and share one main thing that you have learnt from the session that you will like to practice within the week. 4.1.1 Identify outstanding issues relating to the lesson/s for clarification. 4.2. Identify a critical friend who took part in the PD session to sit in your class during lesson and report on his/her observations at next PD session. 4.3. Read lesson 8 to prepare for next week's PD session. 	15 mins

Age Levels/s:

Upper Primary

Junior High School

Name of Subject/s:

English

- English Language Classroom Organisation, Management and Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 8 in the Course Manual

Lesson Title: English:

Classroom Organisation and Management (UP)

• Observation and analysis of student behaviour and expectations: Students' peculiar behaviours and interventions

Phonetics and Phonology of English (JHS)

• Sentence Stress: Weak forms of sentence stress, Strong forms of sentence stress, Emphatic stress and Contrastive stress

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous semester's last PD lesson/session. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. Programme. 	

outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the LOS and share your views with the group. Examples: Phonetics and Phonology of English : (LO): Demonstrate knowledge on weak and strong forms of stress (NTS 2c:13) (LI): Students will be able to: Describe and classify the speech sounds of English. Transcribe English consonant and English vowels sounds. Classroom Organisation, Management and Assessment:	

 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do 	 Examples: English Language Classroom Organisation, Management and Assessment: Students may lack knowledge on how to organise and manage a multipurpose class to suit learning abilities of learners with varied learning needs(GESI). This can be solved when they have an in-depth knowledge in foundations of classroom organisation and management. Phonetics and Phonology: Student-teachers background knowledge in first languages does not help them sometimes to reconcile the differences in sound repertoire in their pronunciation of English words correctly This can be solved when they have an in-depth knowledge in English phonetics and phonology. 2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. Examples: Phonetics and Phonlogy: Understanding the concepts of sentence stress Notes: Sentence stress is the pattern of stressed and unstressed words across a sentence For example, in the sentence 'She bought a new dress' the main stress could move onto 'she', 'bought' or 'new' and change the meaning considerably. English Language Classroom Organisation, Management and Assessment: Explanation of the concept Students' peculiar behaviours and interventions Notes: Examples include: Providing verbal prompts when a student is off task (as in reminding a student who is out 	15 mins
SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	Examples include: Providing verbal prompts when a student is off task (as in reminding a student who is out of his seat that right now, he is supposed to be sitting quietly) Placing reminders of class rules throughout the classroom. Teaching the student appropriate problems solving behaviors and ways to manage time.	

	 2.1.1 Open to lesson 1 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge. Examples: Phonetics and Phonology: Student teachers have already been introduced to the 	
	concept and nature of stress in English. And also stress and unstressed syllables in English words. Student-teachers' Previous knowledge assumed in Classroom organization and Management might be that: Student teachers have already been introduced to how to manage the classroom atmosphere for effective teaching and learning in the previous lesson	
	2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your challenges with the whole group Examples:	
	Phonetics and Phonology: Student-teachers background knowledge in first languages does not help them sometimes to reconcile the differences in sound repertoire in their pronunciation of English words correctly.	
	Classroom Organisation, Management and Assessment: Students may lack knowledge on how to organise and manage a multipurpose class to suit learning abilities of learners with varied learning needs	
	 2.3 Refer to the strategies <i>section of your</i> respective course manuals, read through and select from the suggested strategies the most appropriate ones for teaching the topics. <i>Examples:</i> 	
	Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning 2.4 Use 'the radio presenter strategy' to show how the	
	selected activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.	

	activities for the	Examples:	
	lesson/s	Phonetics and Phonology of English: Tasks student	
•	Reading and	teachers in their mixed ability groups to go online	
	discussion of the	(YouTube) using their digital tools to observe a tutorial	
	teaching and	lesson on strong forms of sentence stress. Emphatic	
	learning activities	stress and Contrastive stress	
•	Noting and	Discusses with student teachers the emphatic and	
	addressing areas	contrastive forms of sentence stress.	
	where tutors may	Student teachers in their mixed ability groups go online	
	require	(YouTube) using their digital tools to observe a tutorial	
	clarification	lesson on strong forms of sentence stress.	
•	Noting	Classroom organisation and Management: Puts student	
	opportunities for	teachers into groups and tasks them to explore and	
	making links to	discuss some unique behaviours that learners usually	
	the Basic School	exhibit in class.	
	Curriculum	Ask student teachers in each group to suggest ways and	
•	Noting	means of handling such behaviours.	
	opportunities for	Student teachers suggest ways and means of handling	
	integrating: GESI	such behaviours.	
	responsiveness	NOTE: some useful Education Technology Resources for	
	and ICT and 21 st C	teaching and learning include:	
	skills	Office 365 vs G-suite for education, google meet for	
•	Reading,	online teaching, google classroom for online assignment	
	discussion, and	submissions, p <u>lagiarism checking softwares</u> , Tools for	
	identification of	c <u>hecking grammar errors online</u>	
	continuous		
	assessment	3.2 Discuss how you will promote the delivery of English	
	opportunities in	lessons in both the B.Ed. and Basic School Curricula,	
	the lesson. Each	as well as GESI and 21 st century skills.	
	lesson should	Examples of 21 st century skills:	
	include at least	Communication skills, collaboration, observation and	
	two opportunities	enquiry skills, digital literacy, creativity, personal	
	to use continuous	development and global citizenship.	
	assessment to	Examples of GESI responses:	
	support student	Making reasonable adjustmentsfor physically challenged learners.	
	teacher learning		
•	Resources:	Both male and female learners playing leading roles in a group task	
0	links to the	group task	
	existing PD	3.3 Discuss the appropriateness of the activities and	
	Themes, for	strategies and how they will be used to enhance the	
	example, action	core and transferable skills (e.g., critical thinking,	
1	research,	communication, collaboration, digital literacy) and	
	questioning and	GESI (e.g., diversity issues, equal opportunities, non-	
1	to other external	sexist language) in the lessons in both the College of	
	reference	Education (B. ED) and the Basic School Curricula.	
1	material:		
	literature, on		

web, Utube,	3.4 Model a selected activity in a teaching situation.
physical	
resources, power	Examples:
point; how they	English Language Classroom Organisation, Management
should be used.	and Assessment:
Consideration	Modeling the teaching of Students' peculiar behaviours and
needs to be given	interventions
to local	Phonetics and Phonology:
availability	Modeling the teaching of Emphatic stress and Contrastive
•	
 guidance on any 	stress
power point	
presentations,	3.5 Refer to the assessment section of your respective
TLM or other	manuals. Read on Subject project and Subject
resources which	portfolio. Share your understanding of each concept.
need to be	
developed to	3.6 Examine the mode of assessment outlined in the
support learning	various manuals and find out how they are aligned
Tutors should be	with the NTEAP in terms of subject project, subject
expected to have a	portfolio including those gathered from School Visit
plan for the next	(STS) and end of semester examination. For example,
lesson for student	
	identify and discuss some areas for your Subject
teachers	projects for the semester.
	Examples:
	Phonetics and Phonology of English:
	A project work on how to teach word stress in a JHS class.
	English Language Classroom Organisation, Management
	and Assessment: A project work on how
	to teach Students' peculiar behaviours
	3.6.1 discuss the structure of the prospective subject
	projects' topics in terms of the introduction,
	methodology, substantive section and the
	conclusion.
	3.7 Discuss ICT assessment tools that can be used for
	assessment of students.
	Example:
	We can use ICT tools to assess and evaluate student
	learning in divers ways. Several tools are available
	including grading rubrics, canvas assignments, plagiarism
	detection, self-assessment, and peer assessment,
	surveys, and classroom polling. Quiz bot

	 N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. e. (Assessment of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 3.8 In your course groups suggest GESI-related teaching and learning activities for the lesson. Describe how your findings can be used to improve the teaching of other courses/ subjects in the new 4-year B.Ed. Curriculum and the Basic School Curriculum (through STS activities) making adequate accommodations for students who are differently-able. E.g., in a group task, all manner of students take the lead. Communicate your findings to the rest of the class. 	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend from your group to sit in their classes during lesson and report on observation made during next PD session. 4.3 Read lesson 9 to prepare for next week's PD session. 	15 mins

Age Levels/s: Upper Primary Junior High School

Name of Subject/s:

English

- English Language Classroom Organisation, Management and Assessment (UP)
- Phonetics and Phonology of English (JHS)

Tutor PD Session for Lesson 9 in the Course Manual

Lesson Title:

English:

Classroom Organisation And Management (UP)

Observation and analysis of student behaviour and expectations: Students' peculiar behaviours and interventions

Phonetics and Phonology of English (JHS)

Intonation: What is intonation? - Definition, Forms of intonation: Falling tune/Rising Tune, Emphatic stress and Contrastive stress

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each shot needs to be addressed, and specific references should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous semester's last PD lesson/session. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, one of the purposes is that the course is aimed at fulfilling the following NTS and NTECF requirements: NTS 1d, 1f:12; 2c, 2e:13; 3c, 3d, 3f, and k-p; NTECF pp. 14, 22, and 39. 	

outcomes and	Also, the purpose of the Phonetics and Phonology lesson	
indicators	is to introduce student-teachers to the nature of	
Overview of	intonation in English sentences. (NTS3k, 3e: 14)	
content and identification of	1.3 In pairs, refer to the main learning Outcomes and the	
any distinctive	Learning Indicators of your respective course	
aspects of the	manuals. Identify how the Learning Indicators are to	
lesson/s,	the CLOs and share your views with the group.	
NB The guidance for	Examples:	
SL/HoD should	Phonetics and Phonology of English :	
identify and address	(LO): Demonstrate knowledge the nature of intonation in	
areas where tutors	English sentences. ((NTS 2c:13)	
might require		
clarification on any	(LI):	
aspect of the lesson.	Students will be able to:	
NB SL/HoD should ask	Identify the organs of speech,	
tutors to plan for their	Describe the process of Producing English sounds,	
teaching as they go	Describe and classify the speech sounds of English.	
through the PD		
session	Classroom Organisation, Management and Assessment:	
	(LO): Student teachers will be able to Observe, analyse	
	and document student behaviour to match an	
	appropriate intervention strategy to change behaviour in	
	a desired direction (NTS, 1c, 1f: 12)	
	(L I): Students will be able to: Discuss student behaviours regarding organisation and	
	Management of English language classroom and how to	
	address them.	
	1.4 Refer to the lesson descriptions in the manuals and	
	identify the distinctive features of the lesson	
	E.g. The Phonetics and Phonology of English course is	
	designed to consolidate student-teachers' knowledge of	
	the speech sounds and sound system of English so that	
	, , , , ,	
	both theoretical and practical comprehensive knowledge	
	of legal, ethical and professional issues about classroom	
	organisation, Management and assessment taking into	
	consideration policies of equity and inclusivity in the	
	classroom	
	1.5 Tell your elbow partner the the areas in the lesson	
	lesson introduction.	
	 they can articulate very high standards of usage. English Classroom Oraganisation, Management and Assessment helps lesson is to equip student teachers with both theoretical and practical comprehensive knowledge of legal, ethical and professional issues about classroom organisation, Management and assessment taking into consideration policies of equity and inclusivity in the classroom 1.5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the 	

		,
	 Examples: English Language Classroom Organisation, Management and Assessment: Students may lack knowledge on how to organise manage a multipurpose class to suit learning abilities of learners with varied learning needs (GESI). This can be avoided when they have an in-depth knowledge in foundations of classroom organisation and Management. Phonetics and Phonology: It is likely that student teachers may have challenges in reconciling the differences in sound repertoire in their pronunciation of English words correctly. This can be avoided when they have an in depth 	
	knowledge in English phonetics and phonology.	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. <i>Examples:</i> <i>Phonetics and Phonlogy:</i> <i>Understanding the concepts Falling tune/Rising Tune</i> Notes: Rising Intonation means the pitch of the voice rises over time. Falling intonation means that the pitch falls with time. In other words, a rising intonation pattern would simply be a rise in the human voice; it would be a change in pitch; a glide in the pitch of our voice upwards. English Language Classroom Organisation, Management and Assessment: Explanation of Students' peculiar behaviours and interventions Notes: One way of student's behaviour intervention is providing verbal prompts when a student is off task (as in reminding a student who is out of his seat that right now, he is supposed to be sitting quietly) Placing reminders of 	15 mins

		 2.1.1 Open to lesson 1 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge. Examples: Phonetics and Phonology: Student teachers have already been introduced to sentence stress. Student-teachers' Previous knowledge assumed in Classroom organisation and Management might be that: Student teachers have already been introduced to the role of the language classroom teacher and strategies for discipline in the language classroom 	
		 2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your challenges with the whole group Examples: Phonetics and Phonology: Student-teachers' linguistcand other backgrounds may make students unable to grasp the topics being 	
		introduced (GESI). Classroom Organisation, Management and Assessment: Student-teachers may lack knowledge on how to organise manage a multipurpose class to suit learning abilities of learners with varied learning needs (GESI).	
		 2.3 Refer to the strategies section of your respective course manuals, read through and select from the suggested strategies the most appropriate ones for teaching the topics. Examples: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, 	
	Discusion for	 teacher modelling, brainstorming and questioning 2.4 Use 'the radio presenter strategy' to show how the selected activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels. 	
3.	Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery. Examples: Phonetics and Phonology of English: Tasks student teachers to identify the various forms of intonation as 	

•	Reading and	they listen to recorded sentences of different forms of	
	discussion of the	intonation.	
	teaching and		
	learning activities	[Forms of intonation: Falling tune/Rising Tune]	
•	Noting and	Discusses with student teachers Falling tune/Rising Tune	
	addressing areas	of sentence stress.	
	where tutors may	In your mixed ability groups go online (YouTube) using	
	, require	your digital tools to observe a tutorial lesson on Falling	
	clarification	tune/Rising Tune of sentence stress.	
•	Noting		
	opportunities for	Present your findings through oral presentations	
	making links to		
	the Basic School	E.g. of STD: In your mixed ability groups go online	
	Curriculum	(YouTube) using your digital tools to observe a tutorial	
•	Noting	lesson on Falling tune/Rising Tune of sentence stress and	
-	opportunities for	present their findings through oral	
	integrating: GESI	,,	
	responsiveness	Classroom organisation and Management: Tutor puts	
	and ICT and 21 st C	student teachers into groups and tasks them to explore	
	skills	and discuss some unique behaviours that learners usually	
•	Reading,	exhibit in class.	
	discussion, and	Tutor asks student teachers in each group to suggest	
	identification of	ways and means of handling such behaviours.	
	continuous	, ,	
	assessment	E.g. of STDT Activities: Participate in the discussion by	
	opportunities in	mentioning some unique behaviours that learners usually	
	the lesson. Each	exhibit in class. OR	
	lesson should	Student teachers suggest ways and means of handling	
	include at least	such behaviours.	
	two opportunities	Lesson Learning Outcomes	
	to use continuous		
	assessment to	NOTE: some useful Education Technology Resources for	
		teaching and learning include:	
	support student	Office 365 vs G-suite for education, google meet for	
	teacher learning	online teaching, google classroom for online assignment	
•	Resources:	submissions, plagiarism checking softwares, Tools for	
	 links to the 	checking grammar errors online	
	existing PD		
	Themes, for	3.2 Discuss how you will promote the delivery of English	
	example,	lessons in both the B.Ed. and Basic School Curricula,	
	action	as well as GESI and 21 st century skills.	
	research,	Examples of 21 st century skills:	
	questioning	Communication skills, collaboration, observation and	
	and to other	enquiry skills, digital literacy, creativity, personal	
	external	development and global citizenship.	
	reference	Examples of GESI responses:	
	material:	LAUTIPIES OF GEST TESPOTISES.	
	literature, on		

web, Utube, physicalMaking reasonable adjustmentsfor physically challenged learners.resources, power point; how theyBoth male and female learners playing leading roles in a group taskhow they should be used.(Refer tutors to the teaching and learning activities sections of the course manuals)Consideration needs to be given to local availability3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.TLM or other resources which need to be developed to support learning3.4 Model a selected activity in a teaching situation.• Tutors should be expected to have a plan for the next lesson for student teachersModeling the teaching of peculiar behaviours and interventions Phonetics and Phonology:Modeling the teaching of Falling tune/Rising Tune			
 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example, identify and discuss some areas for your Subject projects for the semester. <i>Examples:</i> <i>English Language Classroom Organisation, Management and Assessment:</i> 3.6.1 discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the 	 physical resources, power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next 	 learners. Both male and female learners playing leading roles in a group task (Refer tutors to the teaching and learning activities sections of the course manuals) 3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula. 3.4 Model a selected activity in a teaching situation. <i>Examples:</i> English Language Classroom Organisation, Management and Assessment: Modeling the teaching of peculiar behaviours and interventions Phonetics and Phonology:Modeling the teaching of Falling tune/Rising Tune 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject projects for the semester. <i>Examples:</i> English Language Classroom Organisation, Management and Assessment and find out how they are aligned with the NTEAP in terms of subject project, subject projects for the semester. Examples: English Language Classroom Organisation, Management and Assessment: 3.6.1 discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the 	
methodology, substantive section and the conclusion.			

	 3.7 Discuss ICT assessment tools that can be used for assessment of students. Example: We can use ICT tools to assess and evaluate student learning in divers ways. Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 3.8 Now, in your course groups suggest GESI-related teaching and learning activities for the lesson. 	
	Describe how your findings can be used to improve the teaching of other courses/ subjects in the new 4- year B.Ed. Curriculum and the Basic School Curriculum (through STS activities) making adequate accommodations for students who are differently- able. <i>E.g. in a group task, all manner of students take the</i> <i>lead. Allow tutors to communicate their findings to the</i> <i>rest of the class.</i>	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend from your group to sit in their classes during lesson and report on observation made during next PD session. 4.2 Read lesson 10 to prepare for next week's PD session. 	15 mins

Tutor PD Session for Lesson 10 in the Course Manual

Lesson Title:

English:

English Language Classroom Organisation, Management and Assessment (UP)

• Aims, types, modes and aspects of assessment II, Modes of assessment, Aspects of assessment, Problems of assessment,

Phonetics and Phonology of English (JHS)

 Intonation II: Functions and uses of intonations in English, attitudinal/grammatical function of stress, accentual/ discoursal function of stress,

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous PD lesson/session. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. Programme. 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are aligned to the CLOs and share your views with the group. 	

aspects of the	Examples:	
lesson/s,	Phonetics and Phonology of English (LO): Demonstrate	
NB The guidance for	knowledge on the different forms and functions of	
SL/HoD should identify and address	intonation of English sentences (NTS 2c:13) (LIs): i) Identify the organs of speech.	
any areas where	<i>(ii)</i> Describe the process of Producing English sounds.	
tutors might require	<i>iii)</i> Describe and classify the speech sounds of English. <i>iv</i>)	
clarification on any	Transcribe English consonant and English vowels sounds.	
aspect of the lesson.		
NB SL/HoD should ask	English Language Classroom Organisation, Management	
tutors to plan for their	and Assessment:	
teaching as they go	(LO): Demonstrate knowledge of types and modes of	
through the PD	assessment and their effects on teaching and learning	
session	(NTS 3k, 3l: 14)	
	(LIs): i) Identify the various strategies for assessing	
	learners proficiency in English language	
	<i>ii) Identify the problems associated with such strategies</i>	
	and how to overcome such problems	
	(Refer to the learning outcomes and indicators sections	
	of the lessons).	
	1.4 Refer to the lesson descriptions in the manuals and	
	identify the distinctive features of the lesson	
	Examples: The Phonetics and Phonology of English course	
	is designed to help student teachers identify the different	
	forms and functions of intonation of English sentences	
	(NTS3k, 3e: 14)	
	Fastish Classes on Oracitation Ma	
	English Classroom Organisation, Management and Assessment seeks to demonstrate knowledge of the	
	types, modes and aspects of assessment in the English	
	Language classroom.	
	1.5 Tell your elbow partner the the areas in the lesson	
	you think are likely to create problem during the	
	lesson introduction.	
	Examples:	
	English Language Classroom Organisation, Management	
	and Assessment:	
	It is likely that student- teachers may have challenges in	
	coping with the modes of assessment.	

	This can be avoided when they have an in-depth knowledge in the aims, modes and aspects of assessment. Phonetics and Phonology of English: It is likely that student teachers may have challenges in reconciling the differences in intonation: tune I, tune II. This can be avoided through a critical study of the types of intonation and their differences.	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 10 for your respective courses. Examples: Phonetics and Phonology of English: Understanding the functions and uses of intonation in English. Examples of functions of intonation are to distinguish types of sentences (statements, questions, commands, requests) and to divide sentences into sense groups English Language Classroom Organisation, Management and Assessment: Understanding of the key elements of the problems of assessment. Examples of problems of assessment include creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both tutors and student teachers. 2.2 Open to lesson 10 and look at the subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge. Examples: Phonetics and Phonology of English: Student-teachers have already been introduced to the nature of intonation in English sentences. English Language Classroom Organisation, Management and Assessment: Student-teachers previous knowledge assumed in English Classroom Organization and Management might 	15 mins

	legal, ethical and professional issues in assessment in the educational system in Ghana	
	 2.3 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your challenges with the whole group Examples: Phonetics and Phonology of English: Student-teachers' The L1 (first language) learners may impede the learning of similar sounds in the English language though in different contextual environment (GESI related). 	
	Classroom Organisation, Management and Assessment: Student-teachers might not possess the needed skills to organise their language classrooms in such a way that children can take risks and improve their English language proficiency.	
	2.4 Refer to the strategies <i>section of your</i> respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. <i>Examples:</i>	
	Think-pair-share, school visits, group work, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning	
	2.5 Use 'the radio presenter strategy' to show how the selected activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the	 3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery. Examples: 	
 lesson/s Reading and discussion of the teaching and learning activities 	Phonetics and Phonology of English: Task students in their mixed ability groups (GESI) to use available online tools to search online for attitudinal or grammatical functions of stress. Examples of attitudinal stress:	
 Noting and addressing areas where tutors may 	The expression of mood and emotions in the rising and falling of intonation of the speaker (e.g., 'Thank you' to show sadness)	

	require	Classroom Organization, Management and Assessment:
	clarification	Task student-teachers in their mixed ability groups (GESI)
•	Noting	to go to YouTube to identify the aspects and problems of
	opportunities for	assessments.
	making links to the	
	Basic School	NOTE: Consider using some of the following useful
	Curriculum	Education Technology Resources for teaching and
•	Noting	learning:
	opportunities for	Office 365 vs G-suite for education, google meet for
	integrating: GESI	online teaching, google classroom for online assignment
	responsiveness	submissions, p <u>lagiarism checking softwares</u> , Tools for
	and ICT and 21 st C	checking grammar errors online
	skills	<u>encenning grunnur errors onnne</u>
	Reading,	3.2 Discuss how you will promote the delivery of English
•	discussion, and	lessons in both the B.Ed. and Basic School Curricula, as
	identification of	well as GESI and 21 st century skills.
		<i>Examples of 21st century skills:</i>
	continuous	Communication skills, collaboration, observation and
	assessment	enquiry skills, digital literacy, creativity, personal
	opportunities in	
	the lesson. Each	development and global citizenship.
	lesson should	Examples of GESI responses:
	include at least	Considering mixed abilities of student teachers. Making
	two opportunities	reasonable adjustmentsfor physically challenged
	to use continuous	learners. Allowing opposite sexes playing equal leading
	assessment to	roles.
	support student	Examples of linking to the Basic School Curriculum:
	teacher learning	Go to any partner schools to observe teaching and
•	Resources:	learning practices in the basic school classroom (STS)
	 links to the 	
	existing PD	(Refer tutors to the teaching and learning activities
	Themes, for	sections of the course manuals)
	example,	
	action	3.3 Discuss the appropriateness of the activities and
	research,	strategies and how they will be used to enhance the
	questioning	core and transferable skills (e.g. critical thinking,
	and to other	communication, collaboration, digital literacy) and
	external	GESI (e.g., diversity issues, equal opportunities, non-
	reference	sexist language) in the lessons in both the College of
	material:	Education (B. ED) and the Basic School Curricula.
	literature, on	
	web, Utube,	3.4 Model a selected activity in a teaching situation.
	physical	Examples:
	resources,	English Language Classroom Organisation, Management
	power point;	and Assessment:
	how thou	Modeling the teaching of modes and problems of

Modeling the teaching of modes and problems of assessment.

how they should be

used.

Consideration	Phonetics and Phonology of English:	
needs to be	Modeling the teaching of attitudinal and grammatical	
given to local	functions of stress.	
availability		
 guidance on 	3.5 Refer to the assessment section of your respective	
any power	manuals and appendix 2. Read on Subject project and	
point	Subject portfolio. Share your understanding of each	
presentations,	concept.	
TLM or other		
resources	3.6 Examine the mode of assessment outlined in the	
which need to	various manuals and find out how they are aligned	
be developed	with the NTEAP in terms of subject project, subject	
to support	portfolio including those gathered from School Visit	
learning	(STS) and end of semester examination. For example,	
• Tutors should be	identify and discuss some areas for your Subject	
expected to have a	projects for the semester.	
plan for the next	Examples:	
lesson for student	Phonetics and Phonology of English:	
teachers	A project work on the relationship between attitudinal	
teachers	and grammatical functions of stress.	
	and grammatical functions of stress.	
	English Language Classroom Organisation, Management	
	and Assessment:	
	A project work on how student teachers perceive modes	
	and problems of assessment.	
	Note: Be mindful of GESI issues such as the use of braille,	
	the use of audio machines for orals, etc.	
	3.7 Discuss the assessment instruments in your	
	respective manuals and procedures used in assessing	
	student teachers with whole group, for example,	
	presentation, project, debate, quizzes, assignment	
	and tests.	
	Several tools are available including grading rubrics,	
	canvas assignments, plagiarism detection, self-	
	assessment, and peer assessment, surveys, and	
	classroom polling. Quiz bot	
	N/B:	
	, Digital Assessment Tools for Teachers	
	<i>i.</i> Socrative - quizzes and questions with real-time	
	grading.	
	ii. Google Forms - easy to use.	
	iii. Mentimeter - pre-built education templates.	
	iv. Poll Everywhere - used by 300,000 teachers.	

		,
	 v. Kahoot - game-based assessment tool. vi. e. (Assessment of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 3.8 In your course groups suggest GESI-related teaching and learning activities for the lesson. Describe how your findings can be used to improve the teaching of other courses/ subjects in the new 4-year B.Ed. Curriculum and the Basic School Curriculum (through STS activities) making adequate accommodations for students who are physically challenged. For example, in a group task, both male and female students (if possible) take the lead. 	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.3 Read lesson 11 to prepare for next week's PD session. 	15 mins

Tutor PD Session for Lesson 11 in the Course Manual

Lesson Title:

English:

Classroom Organisation, Management and Assessment (UP)

• Assessment and teaching and learning: Advantages and disadvantages of assessment and their impact on teaching and learning

Phonetics and Phonology of English (JHS)

• Phonological Processes in English: Types of phonological processes - Assimilation and syllable structure, voicing assimilation, manner of articulation assimilation, place of articulation assimilation,

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 1.1 Recap the main issues raised during the previous PD lesson. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, consider the purposes of adopting the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. Programme. 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are aligned to the CLOs and share your views with the group. 	

aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 iii) Describe and classify the speech sounds of English. iv) Transcribe English consonant and English vowels sounds. English Language Classroom Organisation, Management and Assessment: (LO): Demonstrate knowledge of types and modes of assessment and their effects on teaching and learning (NTS 3k, 3l: 14) (LIs): i) Identify the various strategies for assessing learners' proficiency in English language ii) Identify the problems associated with such strategies and how to overcome such problems (Refer to the learning outcomes and indicators sections of the lessons). 1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson Examples: The Phonetics and Phonology of English course is designed to help student teachers gain knowledge and understanding of phonological processes: Assimilation and syllable structure, voicing assimilation, manner of articulation assimilation and place of articulation 	
	assimilation. English Classroom Organisation, Management and Assessment seeks to demonstrate knowledge of problems of assessment in the English Language classroom.	

		1.5 Tell your elbow partner the the areas in the lesson	
		you think are likely to create problem during the	
		lesson introduction.	
		Examples	
		Examples:	
		English Language Classroom Organisation, Management	
		and Assessment:	
		It is likely that student- teachers may have challenges in	
		understanding the modes and problems of assessment.	
		This can be avoided when they have an in-depth	
		knowledge in the background information of modes and	
		problems of assessment.	
		Phonetics and Phonology of English:	
		It is likely that student- teachers may have challenges in	
		understanding the phonological process and its related	
		types of assimilation and syllable structure, voicing	
		assimilation, manner of articulation assimilation and	
		place of articulation assimilation.	
		This can be avoided when they have an in-depth	
		knowledge in the background information in	
		phonological processes.	
2.	Concept	2.1 Using Think-Pair-Share strategy, come out with what	15 mins
	Development	you think is the main content to be covered in lesson	
	(New learning	11 for your respective courses.	
	likely to arise in	Examples:	
	lesson/s):	Phonetics and Phonology of English:	
•	Identification and	Understanding the phonological processes in English	
	discussion of new	poses a challenge for student teachers.	
	learning, potential		
	barriers to	Examples of phonological processes include:	
	learning for	i) Pre-vocalic voicing - car = gar (A voiceless sound	
	student teachers	preceding a vowel is replaced by a voiced sound).	
	or students,		
	concepts or	ii) Word final devoicing - red = ret (A final voiced	
	pedagogy being	consonant is replaced by a voiceless consonant).	
	introduced in the		
	lesson, which need	iii) Final consonant deletion - boat = bo (A final	
	to be explored	consonant is omitted or deleted from a word).	
	with the SL/HoD		
NB	The guidance for	iv) Velar fronting - car = tar (A back sound is replaced	
	SL/HoD should set	by a front sound).	
1	out what they		
	need to do to	English Language Classroom Organisation, Management	

introduce and	and Assessment:	
explain the	Understanding of the key elements of the problems of	
issues/s with	assessment.	
tutors		
	Examples of problems of assessment include creating or	
	adapting learning assessment tools that are appropriate,	
	fair, and easily understood by both tutors and student	
	teachers.	
	Examples of possible barriers:	
	Phonetics and Phonology of English:	
	It is likely that student teachers may have challenges in	
	reconciling the differences in sound repertoire in their	
	pronunciation of English words correctly due to their	
	background differences (GESI).	
	This can be avoided when they have an in-depth	
	knowledge in the phonological processes in English sound	
	system.	
	2.2 Open to lesson 10 and look at the subtopics in the	
	respective course manuals and examine the aspects	
	that link to student-teachers' previous knowledge.	
	Examples:	
	Phonetics and Phonology of English:	
	Student-teachers' previous knowledge assumed in	
	Phonetics and Phonology might be that: Student teachers	
	have already been introduced to the nature of stress and	
	intonation in English.	
	English Language Classroom Organisation, Management	
	and Assessment:	
	Student-teachers' previous knowledge assumed in	
	English Classroom Organization and Management might	
	be that: You might have been introduced to types of	
	assessment in the previous lesson	
	2.3 In your course groups discuss the challenges you	
	might encounter when presenting topics of your	
	lessons and share your challenges with the whole	
	group	
	Examples:	
	Phonetics and Phonology of English:	
	Student-teachers' The L1 (first language) learners may	
	transfer the mode of pronunciation of words in their	
	mother tongue (based on mixed abilities) into the	
	pronunciation of the English sound (GESI related).	

		 Classroom Organisation, Management and Assessment: You need to possess the needed skills in the already organised classrooms in such a way that you can take risks and improve upon your English language proficiency. 2.4 Refer to the strategies section of your respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. <i>Examples:</i> Think-pair-share, school visits, group work, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning 2.5 Discuss how the selected activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels. 	
3.	Planning for teaching, learning and assessment activities for the	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.	40 mins
	lesson/s	Examples:	
•	Reading and	Phonetics and Phonology of English:	
	discussion of the	Be in your mixed ability groups and go online (YouTube)	
	teaching and	using your digital tools to observe a tutorial lesson on	
	learning activities	assimilation and syllable structures of phonological processes in English pronunciation.	
•	Noting and	Classroom Organization, Management and Assessment:	
	addressing areas	In your mixed ability groups (GESI) use YouTube to	
	where tutors may require	search for information on the internet on the advantages	
	clarification	and disadvantages of assessment in English language	
•	Noting	and their impact on teaching and learning.	
	opportunities for	NOTE: Consider using some of the following useful	
	making links to the	Education Technology Resources for learning:	
	Basic School	Google meet for online teaching, google classroom for	
	Curriculum	online assignment submissions, Office 365 vs G-suite for	
•	Noting	education, , plagiarism checking softwares, Tools for	
	opportunities for	c <u>hecking grammar errors online</u>	
	integrating: GESI	3.2 Discuss how you will promote the delivery of English	
	responsiveness and ICT and 21 st C	lessons in both the B.Ed. and Basic School Curricula,	
	skills	as well as GESI and 21 st century skills.	
•	Reading,	Examples of 21 st century skills:	
	discussion, and	Ccommunication skills, collaboration, observation and	
	identification of	enquiry skills, digital literacy, creativity, personal	
	continuous	development and global citizenship.	

-			
	assessment	Examples of GESI responses:	
	opportunities in	Considering mixed abilities of student teachers. Making	
	the lesson. Each	reasonable adjustmentsfor physically challenged	
	lesson should	learners. Allowing opposite sexes playing equal leading	
	include at least	roles.	
	two opportunities	Examples of linking to the Basic School Curriculum:	
	to use continuous	Go to any partner schools (STS) to seek permission to	
	assessment to	record some of the speeches during classroom	
	support student	observation for later analysis of the recorded audio for	
	teacher learning	elements of phonological processes.	
•	Resources:	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	 links to the 	(Refer tutors to the teaching and learning activities	
	existing PD	sections of the course manuals)	
	Themes, for		
	example,	3.3 Discuss the appropriateness of the activities and	
	action	strategies and how they will be used to enhance the	
	research,	core and transferable skills and GESI in the lessons in	
	questioning	both the College of Education (B. ED) and the Basic	
	and to other	School Curricula.	
	external	School curricula.	
	reference	Examples of core and transferable skills:	
	material:	Critical thinking, communication, collaboration and	
		digital literacy.	
	literature, on	aightaí hteracy.	
	web, Utube,	Examples of GESI related issues: Diversity mixed abilities	
	physical	Examples of GESI related issues: Diversity, mixed abilities,	
	resources,	equal opportunities, non-sexist language.	
	power point;	2.4 Model a selected activity in a teaching situation	
	how they	3.4 Model a selected activity in a teaching situation.	
	should be	Examples	
	used. Consideration	Examples:	
		English Language Classroom Organisation, Management	
	needs to be	and Assessment:	
	given to local	Modeling the teaching of the advantages and	
	availability	disadvantages of assessment and their impact on	
	 guidance on 	teaching and learning.	
	any power	Dhanatian and Dhanalar a f 5 - List	
	point	Phonetics and Phonology of English:	
	presentations,	Modeling the teaching of phonological processes of	
	TLM or other	assimilation and syllable structure, voicing assimilation,	
	resources	manner of articulation assimilation and place of	
	which need to	articulation assimilation.	
	be developed		
	to support	3.5 Refer to the assessment section of your respective	
	learning	manuals and to appendix 2. Read on Subject project	
•	Tutors should be	and Subject portfolio. Share your understanding of	
	expected to have a	each concept.	
	plan for the next		
			_

lesson for student teachers	3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination.	
	For example, identify and discuss some areas for your Subject projects for the semester. Examples: Phonetics and Phonology of English: A project work on the pre-vocalic voicing, word final devoicing, final consonant deletion, velar fronting, palatal fronting and consonant harmony.	
	English Language Classroom Organisation, Management and Assessment: A project work on how you perceive the impact of assessment tools on teaching and learning.	
	Note: Be mindful of GESI issues such as the use of text magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books, audio machines for orals, etc.	
	3.7 Discuss both the assessment tools in the respective manuals and those instruments aside what is in the respective manuals and examine the procedures used in assessing you. For example, presentation, project, debate, quizzes, assignment and tests.	
	Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self- assessment, and peer assessment, surveys, and classroom polling. Quiz bot	
	 N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 	

		3.8 In your course groups suggest GESI-related teaching and learning activities for the lesson. Describe how your findings can be used to improve the teaching of other courses/ subjects in the new 4-year B.Ed. Curriculum and the Basic School Curriculum (through STS activities) making adequate accommodations for students who are physically challenged. For example, in a group task, both male and female students (if possible) take the lead.	
• Tutor	ation and w of session: s need to ify critical	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
friend lesson at nex Ident addre outst	is to observe ns and report at session. ifying and essing any anding issues	4.3 Read lesson 12 to prepare for next week's PD session.	
lesso	ng to the n/s for cation		

Tutor PD Session for Lesson 12 in the Course Manual

Lesson Title:

English:

English Language Classroom Organisation, Management and Assessment (UP)

• Summary of lessons on English language classroom organization, management and assessment: Introduction to foundations of classroom organization and management, classroom organization and management as a discipline, creating a student centred-language environment and making English language teaching interesting and motivating, motivating English language teaching, analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity, observation and analysis of students' peculiar behaviour, analysis, types, modes and aspect of assessment, assessment and teaching and learning.

Phonetics and Phonology of English (JHS)

• Summary of lessons on Phonetics and Phonology of English: Overview of Organs of Speech, Production of Speech Sounds, Transcription, Stress and intonation, Phonological Processes in English.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Recap the main issues raised during the previous PD lesson. 1.2 Discuss the main purpose of the current PD Session and and share your views. For example, considering the purpose of summarizing the key issues in both courses: Phonetics and Phonology of English and English Classroom Organisation, Management and Assessment. 	

outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should	 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are aligned to the CLOs and share your views with the group. Examples: Phonetics and Phonology of English (LO): Demonstrate knowledge of how English speech sounds are produced. (NTS 2c:13) 	
identify and address	(LIs): i) Identify the organs of speech.	
any areas where	ii) Describe the process of	
tutors might require clarification on any	Producing English sounds.	
aspect of the lesson.	iii) Describe and classify the	
NB SL/HoD should	speech sounds of English.	
ask tutors to plan for		
their teaching as they	iv) Transcribe English consonant and English vowels	
go through the PD session	sounds.	
56551011	English Language Classroom Organisation, Management	
	and Assessment:	
	(LO): Design the organization of the physical aspects of a	
	classroom (furniture, areas, etc.) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature and also establish classroom procedures and expectations (rules) to promote a positive, effective and efficient learning environment (NTS 3c (Refer to the learning outcomes and indicators sections of the lessons).	
	(Refer to the learning outcomes and indicators sections of the lessons).	
	1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson	
	Examples:	
	The Phonetics and Phonology of English course is	
	designed to consolidate student-teachers' knowledge of	
	the speech sounds and sound system of English so that	
	they can articulate very high standards of usage.	
	English Classroom Organisation, Management and Assessment is designed to consolidate the knowledge and	
	understanding of classroom management practices in	

		,
	order to pave the way for effective delivery of content through appropriate pedagogies and relevant resources.	
	1.5 Tell your elbow partner the areas in the lesson you think are likely to create problem during the lesson introduction.	
	Examples: English Language Classroom Organisation, Management and Assessment: Recollecting the key and most relevant topics, sub-topics and concepts in all the twelve lessons may pose a challenge to the student teachers.	
	This can be avoided when they take a critical look at the key and relevant points raised in each of the twelve lessons.	
	Phonetics and Phonology of English: You may experience a big challenge of reconciling the differences in sound repertoire in the pronunciation of English words correctly as your background language may interfere with the pronunciation of English sounds.	
	This can be avoided when you have an in-depth knowledge of the elements in the background language that may serve as a hindrance to the pronunciation of the sounds in English language	
2. Concept Development (New learning likely to arise in	2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 12 for your respective courses.Examples:	15 mins
 lesson/s): Identification and discussion of new learning, potential barriers to 	Phonetics and Phonology of English: Understanding the organs of speech, production of speech sounds, transcription, stress and intonation, phonological processes in English.	
learning for student teachers or students, concepts or	English Language Classroom Organisation, Management and Assessment: Understanding of the key elements of the problems of assessment.	
pedagogy being introduced in the lesson, which need to be	Examples of problems of assessment include creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both tutors and student teachers.	

explored with the	Examples of possible barriers:	
SL/HoD	Phonetics and Phonology of English:	
NB The guidance for	You may have challenges in conflicting sounds of letters	
SL/HoD should set	between your background/local language (GESI and	
out what they need	English language and this may affect your understanding	
to do to introduce	in English language sound initiation phase, phonation	
and explain the	phase, articulation phase and the international phonetic	
issues/s with tutors	alphabet.	
	This can be avoided when you deliberately adjust and	
	reconcile the letters of the background or local language	
	with those of the English language.	
	with those of the English language.	
	2.2 Open to lesson 12 and look at the subtopics in the	
	respective course manuals and examine the aspects	
	that link to student-teachers' previous knowledge.	
	Examples:	
	Phonetics and Phonology of English:	
	Student teachers have knowledge of English phonology	
	which enables them to distinguish between English	
	phonetics and phonology and that of the L1 they learn in	
	the Ghanaian Language Studies so that they can assist	
	learners overcome problems they may encounter during	
	the dual language learning process.	
	2.2 In your course groups discuss the challenges you	
	2.3 In your course groups discuss the challenges you	
	might encounter when presenting topics of your	
	lessons and share your challenges with the whole	
	group.	
	Examples:	
	Phonetics and Phonology of English:	
	Your L1 (first language) learners may transfer the mode of	
	pronunciation of words in your mother tongue (based on	
	mixed abilities) (GESI related) into the pronunciation of	
	the English sounds.	
	Classroom Organisation, Management and Assessment:	
	You might not possess the needed skills to organise your	
	language classrooms in a democratic manner to allow	
	student teachers to take risks to improve upon their	
	English language proficiency	
	2.4. Defende the structure is service of	
	2.4 Refer to the strategies <i>section of your</i> respective	
	course manuals and consider the suggested strategies	
	in the manual. Choose the most appropriate ones for	
	teaching the topics.	

1		Examples:	
		Examples:	
		Concept mapping, individual work and presentation,	
		teacher modelling, Think-pair-share, school visits, group	
		work, discussion, bbrainstorming and questioning	
		2.5 Discuss how the selected activities will be used in the	
		lessons to promote learning at the New 4-Year B.Ed.	
		and Basic school levels.	
3.	Planning for	3.1 Discuss through questions and answers on the various	
	teaching, learning	suggested teaching and learning activities to be used	
	and assessment	in the lesson delivery.	
	activities for the	,	
	lesson/s	Examples:	
•	Reading and	Phonetics and Phonology of English:	
	discussion of the	In your mixed ability groups (GESI) go online (YouTube)	
	teaching and	using your digital tools to observe a tutorial lesson on the	
	learning activities	production of speech sounds, stress and intonation.	
•	Noting and		
Ī	addressing areas	Classroom Organization, Management and Assessment:	
	where tutors may	In your mixed ability groups (GESI) use YouTube to search	
	require	for information on the internet on creating a student-	
	clarification	centred language environment and making English	
		language teaching interesting and motivating.	
•	Noting	language teaching interesting and motivating.	
	opportunities for	NOTE: Consider using some of the following useful	
	making links to	NOTE: Consider using some of the following useful	
	the Basic School	Education Technology Resources for learning:	
	Curriculum	Google meet for online teaching, google classroom for	
•	Noting	online assignment submissions, Office 365 vs G-suite for	
	opportunities for	education, , plagiarism checking softwares, Tools for	
	integrating: GESI	c <u>hecking grammar errors online</u>	
	responsiveness		
	and ICT and 21 st C	3.2 Discuss how you will promote the delivery of English	
	skills	lessons in both the B.Ed. and Basic School Curricula,	
•	Reading,	as well as GESI and 21 st century skills.	
	discussion, and	Examples of 21 st century skills:	
	identification of	Ccommunication skills, collaboration, observation and	
	continuous	enquiry skills, digital literacy, creativity, personal	
	assessment	development and global citizenship.	
	opportunities in	Examples of GESI responses:	
	the lesson. Each	Consider mixed abilities of student teachers, make	
	lesson should	reasonable adjustmentsfor physically challenged learners	
	include at least	and allow opposite sexes to play equal leading roles.	
	two opportunities		
	to use continuous	Examples of linking to the Basic School Curriculum:	
	assessment to	Discuss how you will go to any partner schools (STS) to	
		record some of the speeches during classroom	

cupport student	observation for later analysis of the recorded audio for	
support student teacher learning	elements of phonological processes.	
 Resources: links to the 	(Refer to the teaching and learning activities sections of	
existing PD	the course manuals)	
Themes, for		
example,	3.3 Discuss the appropriateness of the activities and	
action	strategies and how they will be used to enhance the	
research,	core and transferable skills and GESI in the lessons in	
questioning	both the College of Education (B.ED) and the Basic	
and to other	School Curricula.	
external		
reference	Examples of core and transferable skills:	
material:	Critical thinking, communication, collaboration and	
literature, on	digital literacy.	
web, Utube,		
physical	Examples of GESI related issues: Diversity, mixed abilities,	
resources,	equal opportunities, non-sexist language.	
power point;		
how they	3.4 Model a selected activity in a teaching situation.	
should be used.	Examples:	
Consideration	English Language Classroom Organisation, Management	
needs to be	and Assessment:	
given to local	Modeling the teaching of the advantages and	
availability	disadvantages of assessment and their impact on	
 guidance on 	teaching and learning.	
any power		
point	Phonetics and Phonology of English:	
presentations,	Model the teaching of creating a student centred English	
TLM or other	language environment and make English language	
resources	teaching interesting and motivating.	
which need to		
be developed	3.5 Refer to the assessment section of your respective	
to support	manuals and to appendix 2 of the course manual.	
learning	Read on Subject project and Subject portfolio. Share	
Tutors should be	your understanding of each concept.	
expected to have		
a plan for the next	3.6 Examine the mode of assessment outlined in the	
lesson for student	various manuals and find out how they are aligned	
teachers	with the NTEAP in terms of subject project, subject	
	portfolio including those gathered from School Visit	
	(STS) and end of semester examination.	
	For example, identify and discuss some areas for your	
	Subject projects for the semester.	
	Examples:	
	Phonetics and Phonology of English:	

fronting and consonant harmony.	
English Language Classroom Organisation, Management and Assessment:	
A project work on policies of legal and ethical issues of the educational system in Ghana.	
-	
magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books, audio	
3.7 Discuss both the assessment tools in the respective manuals and those instruments aside what is in the respective manuals and examine the procedures used in assessing you. For example, presentation, project, debate, quizzes, assignment and tests.	
Several tools are available including grading rubrics, canvas assianments. plagiarism detection. self-	
assessment, and peer assessment, surveys, and classroom polling. Quiz bot	
 N/B: Digital Assessment Tools for Teachers i) Socrative - quizzes and questions with real-time grading. ii) Google Forms - easy to use. iii) Mentimeter - pre-built education templates. iv) Poll Everywhere - used by 300,000 teachers. v) Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 3.8 In your course groups suggest GESI-related teaching and learning activities for the lesson. 	
4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
	 English Language Classroom Organisation, Management and Assessment: A project work on policies of legal and ethical issues of the educational system in Ghana. Note: Be mindful of GESI issues such as the use of text magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books, audio machines for orals, etc. 3.7 Discuss both the assessment tools in the respective manuals and those instruments aside what is in the respective manuals and examine the procedures used in assessing you. For example, presentation, project, debate, quizzes, assignment and tests. Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot N/B: Digital Assessment Tools for Teachers i) Socrative - quizzes and questions with realtime grading. ii) Google Forms - easy to use. iii) Mentimeter - pre-built education templates. iv) Poll Everywhere - used by 300,000 teachers. v) Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate 3.8 In your course groups suggest GESI-related teaching and learning activities for the lesson. 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with

|--|

Appendix 1

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

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

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

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

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO		
COMPONENT	1 per course per semester,	1 per course per semester, individual or		
	individual or collaborative student	collaborative student teacher work.		
	teacher work.			
	The Subject project is an assignment	The Subject Portfolio is the deliberate		
	designed to enable student teachers	collection of student teachers' work that		
	to demonstrate achieving one or	has been selected and organized for a		
	more of the CLOs, progress towards	particular subject to show student		
<u>ç.</u> .	achieving identified NTS,	teacher's learning and progress to		
WHAT IS IT?	development of knowledge and	achieving the CLOs through examples of his		
E E	understanding of: the Basic School	or her best work.		
НА	Curriculum, GESI responsiveness,			
3	using ICT mand 21stC skills			
	Introduction: a clear statement of	3 items of work produced during the		
	aim and purpose	semester selected by student teachers		
	Methodology: what the student	with tutor support during the semester as		
	teacher has done and why to	best examples of their progress and 200-		
	achieve the aim and purpose of the	word reflection on the items*		
6	project	Or 2 items of work and		
CONSTITUENTS	Substantive or main section:	A mid semester assessment: case study,		
, CE	Presentation of any artifacts,	reflective note, quiz.		
	experiments, TLMs created for the	* For each item they select, Student		
NS	project; presentation, analysis, and	teacher's need to reflect on		
2	interpretation of what has been	progress against identified NTS; achieving		
	done, learned, or found out in	CLOs; increased knowledge and		
	relation to focus of the project.	understanding of the Basic School		
	Conclusion: Statement of the key	Curriculum, GESI responsiveness,		
	outcomes of the project; reflection	integration of ICT and how they could have		
	on what the student teacher has	approached developing the item differently to achieve a better outcome		
	learnt Overall weighting of project = 30%	Overall weighting of project = 30%		
	Weighting of individual parts of	Weighting of individual parts of portfolio		
	project out of 100	out of 100		
	 Introduction – 10 	i(a). Each of the three (3) items selected		
	 Methodology – 20 	by the student teacher is 30 % (90%).		
F	 Substantive section – 40 	i(b) Presentation and organisation of		
WEIGHT	 Conclusion – 30 	portfolio 10%.		
ME		OR		
		ii(a). Each of the two (2) items selected by		
		the student teacher is 30 % (60%).		
		ii(b)Mid semester assessment 30%		
		ii(c)Presentation and organisation of		
		portfolio 10%		
_		o assess: achievement of one or more of the		
ExampleCLOs, progress towards achieving identified NTS, development of knowledge a understanding of the Basic School Curriculum, ability to use GESI responsive				
EX	understanding of the Basic School Curriculum, ability to use GESI responsive			
	approaches and to integrate ICT and 21 st C skills in teaching and learning			

Some Word Stress Rules

1. Nouns and adjectives with two syllables

The rule: When a noun or an adjective has two syllables, the stress is usually on the first syllable.

Examples: table /TA-ble/, scissors /SCI-ssors/, pretty /PRE-tty/

Exceptions: Unfortunately, there are exceptions to this rule. It could be that a word was borrowed from another language or it could be totally random. Here are three words you can start with:

hotel /ho-TEL/, extreme /ex-TREME/, concise /con-CISE/

2. Verbs and prepositions with two syllables

The rule: When a verb (a word referring to an action, event or state of being) or a preposition (a word that comes before a noun, pronoun or the "-ing" form of a verb, and shows its relation to another word or part of the sentence) has two syllables, the stress is usually on the second syllable.

Examples: present /pre-SENT/, export /ex-PORT/, aside /a-SIDE/, between /be-TWEEN/

3. Words that are both a noun and a verb

The rule: Some words in English can be both a noun and a verb. In those cases, the noun has its word stress on the first syllable, and with the verb, the stress falls on the second syllable. If you've been paying attention, you'll see that this rule is a derivation from the prior two sections and notice some of the same words. However, this is a separate section since those pairs of words are relatively common in English and they're likely to cause misunderstanding due to the same spelling.

Examples:

<u>present</u> /PRE-sent/ (a gift) vs. <u>present</u> /pre-SENT/ (give something formally) <u>export</u> /EX-port/ (the practice or business of selling goods to another country or an article that is exported) vs. <u>export</u> /ex-PORT/ (to sell goods to another country) <u>suspect</u> /SU-spect/ (someone who the police believe may have committed a crime) vs <u>suspect</u> /su-SPECT/ (to believe that something is true, especially something bad) There are, however, exceptions to this rule. For example, the word <u>"respect"</u> has a stress on the second syllable both when it's a verb and a noun.

4. Three syllable words ending in "er" and "ly" **The rule:** Words that have three syllables and end in "-er" or "-ly" often have a stress on the first syllable.

Examples: orderly /OR-der-ly/, quietly /QUI-et-ly/, manager /MA-na-ger/

5. Words ending in "ic," "sion" and "tion"

The rule: When a word ends in "ic," "sion" or "tion," the stress is usually on the second-tolast syllable. You count syllables backwards and put a stress on the second one from the end.

Examples: <u>creation</u> /cre-A-tion/, <u>commission</u> /com-MI-ssion/, <u>photographic</u> /pho-to-GRA-phic/

6. Words ending in "cy," "ty," "phy," "gy" and "al"

The rule: When a word ends in "cy," "ty," "phy," "gy" and "al," the stress is often on the third to last syllable. Similarly, you count syllables backwards and put a stress on the third one from the end.

Examples: <u>democracy</u> /de-MO-cra-cy/, <u>photography</u> /pho-TO-gra-phy/, <u>logical</u> /LO-gi-cal/, <u>commodity</u> /com-MO-di-ty/, <u>psychology</u> /psy-CHO-lo-gy/

7. Compound nouns

The rule: In most compound nouns (a noun made up of two or more existing words), the word stress is on the first noun.

Examples: <u>football</u> /FOOT-ball/, <u>keyboard</u> /KEY-board/

8. Compound adjectives and verbs

The rule: In most compound adjectives (a single adjective made of more than one word and often linked with a hyphen) and compound verbs (a multi-word verb that functions as a single verb), the stress is on the second word.

Examples: <u>old-fashioned</u> /old-FA-shioned/, <u>understand</u> /un-der–STAND/



Year Three Semester Two Ghanaian Language

How to use this PD Manual

This Professional Development (PD) manual comprises several courses in Ghanaian language. In this manual, there are some generic statements and instructions in the various lessons, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Age Levels/s: Early Grade Upper Primary Junior High School Name of Subject/s: Ghanaian language: Oral literature of a Ghanaian language (EG) Oral literature of a Ghanaian language (UP) Customs and institutions (JHS)

Tutor PD Session for Lesson 1 in the Course Manual

- Oral literature of a Ghanaian language (EG): Theories of composition and aesthetic formation
- Oral literature of a Ghanaian language (UP): Theories of composition and aesthetic formation
- Customs and institutions (JHS): The cycle of life

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be 	 1.1 Participate in an icebreaker activity for the start of the session. 1.2 Discuss with the group how last semester's PD sessions assisted them to deliver their content and implement the NTEAP (especially the two components of continuous assessment: subject project and subject portfolio) 	20 mins

 Weighting of individual parts of the subject project out of 100 Introduction – 10 Methodology – 20 Substantive section – 40 Conclusion – 30 Subject Portfolio: Overall weighting of portfolio = 30% Weighting of individual parts of portfolio out of 100 (i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). (i(b) Presentation and organisation of portfolio 10%. OR (ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). (ii(b) Mid semester assessment 30% (ii(c) Presentation and organisation of portfolio 10% <i>Examples continuous assessment</i>: Subject project (action research): Using folktales to improve primary one pupils' participation in classroom interactions (EG) Using praise poetry to improve primary six pupil's pronunciation of a Ghanaian language (UP) Using dramatization to sensitize JHS one pupils' to the challenges of puberty. (Or: Using discussion to enhance JHS one pupils' conversations on puberty) (JHS) Subject portfolio: Draw an ethnic symbol for presentation in class (EG) Write a brief praise poem for presentation in class (UP) In groups, students make PowerPoint presentations on marriage preparations in different ethnic groups. 1.8 Think, pair and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. <i>Prior Knowledge:</i> Oral Literature of a Ghanaian language (EG):	 	
 Introduction - 10 Methodology - 20 Substantive section - 40 Conclusion - 30 Subject Portfolio: Overall weighting of portfolio = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%. OR ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b) Mid semester assessment 30% ii(c) Presentation and organisation of portfolio 10%. <i>Examples continuous assessment:</i> Subject project (action research): Using praise poetry to improve primary one pupils' participation in classroom interactions (EG) Using praise poetry to improve primary six pupil's pronunciation of a Ghanaian language (UP) Using dramatization to sensitize JHS one pupils' to the challenges of puberty. (Or: Using discussion to enhance JHS one pupils' conversations on puberty) (JHS) Subject portfolio: Draw an ethnic symbol for presentation in class (EG) Write a brief praise poem for presentation in class (UP) In groups, students make PowerPoint presentations on marriage preparations in different ethnic groups. 1.8 Think, pair and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. <i>Prior Knowledge:</i>		
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student-teacher knowledge and experience upon which you may build your lesson. Prior Knowledge:	1.8 Think, pair and share with the whole group the	
Prior Knowledge:		
Oral Literature of a Ghanaian language (EG):	Prior Knowledge:	
	Oral Literature of a Ghanaian language (EG):	
The student teacher has heard	The student teacher has heard	
compositions of appellations, dirges etc.	compositions of appellations, dirges etc.	

 T	
Oral Literature of a Ghanaian language (UP): The student teacher has heard of compositions of appellations, dirges etc. before. Student teacher has witnessed or heard of a traditional oral performance in his or her community before.	
Customs and Institutions (JHS): The student teacher has witnessed naming ceremony in their community.	
1.9 Tell how students employed the teaching, learning and assessments strategies they learned in college during their STS internship in year 3 and tell how students will be prepared to employ these strategies during the basic school classroom work in STS work in year 4 semester 1.	
1.10 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.	
Notes: Lesson description Oral literature of a Ghanaian language (EG): This lesson introduces the student teachers to theories of composition aesthetic forms in oral literature. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.	
Oral Literature of a Ghanaian language (UP): This lesson introduces the student teachers to theories of composition aesthetic forms in oral literature	
Customs and Institutions (JHS): This lesson deals it issues on birth and puberty rites in the cycle of life. It will examine some importance of puberty rites, its changes and some birth rites as well. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.	
Barriers: Oral Literature of a Ghanaian language (EG) Lack of knowledge of the composition and aesthetics in oral literature Large class size	

	Oral Literature of a Ghanaian language (UP) Possible lack of knowledge of	
	the composition and	
	aesthetics in oral literature	
	might be a barrier; and Large	
	class size	
	Customs and Institutions (JHS)	
	Lack of knowledge of the	
	detail of rites on puberty due	
	to modernity	
1(b) Introduction to	LOs and LIs:	
the session	Oral Literature of a Ghanaian language (EG):	
Review prior	LO:	
learning	Demonstrate knowledge and understanding of the	
Reading and	oral literature of a Ghanaian language of study, and	
discussion of the	facilitate its use among learners.	
introductory		
sections of the	LI:	
lesson up to and	Demonstrate knowledge and understanding of oral	
including learning	literature of a Ghanaian language. Explain some	
outcomes and	concepts of oral literature of a Ghanaian language	
indicators	facilitate the use of each concept of oral literature of	
Overview of	Ghanaian language in learning.	
content and		
identification of		
any distinctive	1.11 Discuss your perception of the distinctive scope of	
aspects of the	this lesson with the whole group	
lesson/s,		
NB The guidance for		
SL/HoD should		
identify and address		
any areas where		
tutors might require		
clarification on any		
aspect of the lesson.		
NB SL/HoD should		
ask tutors to plan for		
their teaching as they		
go through the PD		
session		

 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	15 mins
3. Planning for teaching, learning and assessment activities for the	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.	
 Iesson/s Reading and discussion of the teaching and learning activities 	3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
 Noting and addressing areas where tutors may require 	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student- teachers to teach.	
 clarification Noting opportunities for making links to 	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
 the Basic School Curriculum Noting opportunities for 	3.5 Suggest the various ways in which they will make the lesson GESI responsive Notes: composition and aesthetic formation (EG):	

integrating: GESI responsiveness and ICT and 21*C skillsSelect a YouTube video that shows males, females and persons living with disability performing oral literary text. Form mixed ability and gender groups for group activities.• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD Themes, for example, action guestioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability y o guidance on any powerSelect a YouTube video that shows males, females and perous living with disability performing oral literary text. Form mixed ability and gender groups for group activities. Customs and Institutions – The cycle of life (JHS): Select a YouTube video that shows puberty rites for both males and females. Form mixed ability and gender groups for group activities.• links to the existing PD Themes, for questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availabilitySelect a YouTube video (digital literacy) YouTube video: (digital literacy) YouTube video: (digital literacy) YouTube video: (digital literacy)• Select a YouTube video that shows puberty rites for both males and females. Forum wate dability and gender groups for group activities. Group work: (communication and colla			
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 be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These include ICT tools, inclusive materials, required and additional texts</i>). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, 	
	etc.)	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session. 	15 mins

Age Levels/s:

Early Grade Upper Primary Junior High School Age Levels/s: Early Grade Upper Primary Junior High School

Tutor PD Session for Lesson 2 in the Course Manual

- Oral literature of a Ghanaian language (EG): *Oral literature*
- Oral literature of a Ghanaian language (UP): Oral literature
- Customs and institutions (JHS): The life cycle of man (marriage)

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory 	 1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Provide examples of how students will be prepared to employ the various strategies and skills in Ghanaian language teaching and learning during the basic school classroom work in STS Field Experience in year 4 semester1 1.3 Reflect on the introductory section of your respective lessons and write down your observations and concerns for discussion. 	20 mins

sections of the		
lesson up to and	Notes:	
including	Prior knowledge	
learning	Oral literature of a Ghanaian language (EG):	
outcomes and	Student teachers may have heard folklore, proverbs,	
indicators	in speeches as well as praise poetry.	
Overview of	in specciles as well as plaise poetly.	
content and	Oral literature of a Ghanaian language (UP):	
identification of	Student teachers already know what literature	
any distinctive	generally is from their previous lesson. They may have	
aspects of the	heard folklore, proverbs, in speeches as well as praise	
lesson/s,	poetry in their communities.	
NB The guidance for		
SL/HoD should	Customs and Institutions (JHS):	
identify and address	Student teachers have witnessed marriage	
any areas where	ceremonies	
tutors might require	Lesson description	
clarification on any	Oral literature of a Ghanaian language (EG):	
aspect of the lesson.	The lesson discusses what oral literature is, its forms	
NB SL/HoD should	and importance of oral literature.	
ask tutors to plan for		
their teaching as	Oral literature of a Ghanaian language (UP):	
they go through the	The lesson discusses what oral literature is, its forms	
PD session	and importance of oral literature.	
10 30331011		
	Customs and Institutions (JHS):	
	The lesson discusses marriage and marriage types and	
	the significance of marriage in our communities. It	
	also discuss a bit on the topics in relation to marriage	
	in the basis curriculum for JHS	
	LOs and LIs	
	Oral literature of a Ghanaian language (EG)	
	Demonstrate knowledge and understanding of the	
	oral literature of a Ghanaian language of study, and	
	facilitate its use among learners. (NTS 2c:13), (NTS	
	3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS	
	2e, f: 13), (NTS 3c: 14), (NTECF 3: 20).	
	 Demonstrate knowledge and understanding of 	
	oral literature of a Ghanaian language.	
	Explain some concepts of oral literature of a	
	Ghanaian language.	
	Facilitate the use of each concept of oral	
	literature of Ghanaian language in learning.	
	Oral literature of a Ghanaian language (UP):	

 Demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c:13), (NTS 3i:14), (NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14), (NTECF 3: 20). Demonstrate knowledge and understanding of oral literature of a Ghanaian language. Explain some concepts of oral literature of a Ghanaian language. Facilitate the use of each concept of oral literature of Ghanaian language in learning. 	
 Customs and Institutions (JHS): Demonstrate knowledge and understanding of the customs and institutions of a Ghanaian language of study, and any discriminatory practices inherent in them and facilitate the use of positive customs including those that ensure gender sensitivity and inclusiveness (NTS 2c:13), NTECF 3: 20). (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). Demonstrate knowledge and understanding of the customs and institutions of a Ghanaian language, and use it to promote inclusivity and gender equity in class. Explain some concepts of customs and institutions of a Ghanaian language 	
 1.4 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group. Expected answers: Oral Literature (EG and UP): In the second lessons, the contents and focus of this course across the two age phases (EG and UP) are as follows: the definition of oral literature, forms and importance of oral literature. Customs and Institutions (JHS): This lesson focuses on the definition of marriage and its relevance. 	
1.5 Think and share with the whole group the student- teacher knowledge and experience upon which you may build your lesson.	

 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce 	 1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson. 2.1 Read, note and present to the whole group an oral summary of the major new content to be presented in your lesson through the radio reporter strategy: concepts and pedagogies to be introduced. Notes: Oral Literature of a Ghanaian language – Oral literature (EG): Definition of oral literature; forms of oral literature; importance of oral literature; issues to observe at STS Oral Literature of a Ghanaian language – Oral literature (UP): Definition of oral literature; forms of oral literature; importance of oral literature; issues to observe at STS. Customs and Institutions – The life cycle of man (marriage) (UP): Definition of marriage; importance of marriage; issues to observe at STS. 	15 mins
issues/s with tutors 3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 3.2 Reflect on the content to be present and ask the 	40 mins
 Reading and discussion of the teaching and learning activities 	whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
 Noting and addressing areas where tutors may require 	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
 clarification Noting opportunities for making links to 	3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
	Examples:	

 the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local 	 Oral literature of a Ghanaian language – Oral literature (EG): Show a documentary on oral literary performances. Oral literature of a Ghanaian – Oral literature (UP): Show a documentary on oral literary performances. Customs and Institutions – The life cycle of man (marriage) (IHS): Make a PowerPoint presentation on the marriage and its relevance. 3.5 Suggest the various ways in which you will make the lesson GESI responsive Examples: Oral Literature – Oral literature (EG): Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language. Oral literature – Oral literature (UP): Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language. Customs and Institutions – The life cycle of man (marriage) (JHS): Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language. Customs and Institutions – The life cycle of man (marriage) (JHS): Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with tho	
	will develop the core competences and share it with	
given to local availability	the larger group.	
	Examples:	
<u> </u>		

 guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Oral literature of a language (EG): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) Oral literature of a Ghanaian language (UP): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) Customs and Institution (JHS): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) 	
	 YouTube video: (digital literacy) 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.) 	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session. 	15 mins

Tutor PD Session for Lesson 3 in the Course Manual

- Oral literature of a Ghanaian language (EG): *Folktale*
- Oral literature of a Ghanaian language (UP): *Folktale*
- Customs and institutions (JHS): The life of man (death)

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the 	 1.1 Listen and respond to an icebreaker. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Provide examples of how students will be prepared to employ the various strategies and skills in Ghanaian language teaching and learning during the basic school classroom work in STS Field Experience in year 4 semester 1 	20 mins

including learning outcomes and Notes	
 indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HOD should ask tutors to plan for their teaching as they go through the PD session Student shave had a lesson what oral literature is in the last lesson. Oral literature of a Ghanaian language (UP): Students have had a lesson what oral literature is in the last lesson. Students have had a seen funerals being organised in the society. Oral literature of a Ghanaian language (EG): Student teachers may not know much about folktale and its characteristics in the society. Oral literature of a Ghanaian language (UP): Student teachers might have heard about folktale and its characteristics from their previous schools and in their communities. Customs and Institutions (JHS): Student teachers may not know in detail the death rites performed in the society. Lesson description Oral literature of a Ghanaian language (EG): The lesson introduces the student teachers to what folktale is and its characteristics. It compares its features in recent times Oral literature of a Ghanaian language (UP): The lesson introduces the student teachers to what folktale is and its characteristics. It compares its features in recent times Oral literature of a Ghanaian language (UP): The lesson introduces the student teachers to what folktale is and its characteristics. It compares its features in recent times Customs and Institutions (JHS): The lesson introduces the concept of death, discusses the types of death and death rites in 	

societies. It discusses briefly preparing to teach this	
topic to JHS learner.	
LOs and LIs	
Oral literature of a Ghanaian language (EG):	
Demonstrate knowledge and understanding of the	
oral literature of a Ghanaian language of study and	
facilitate its use among learners. (NTS 2c:13), (NTS	
3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS	
2e, f: 13), (NTS 3c: 14), (NTECF 3: 20).	
 Employ appropriate various teaching and 	
learning strategies in classroom	
 Use appropriate teaching strategies to cater 	
for learners with different backgrounds	
Oral literature of a Ghanaian language (UP):	
Demonstrate knowledge and understanding of the	
oral literature of a Ghanaian language of study, and	
facilitate its use among learners. (NTS 2c:13), (NTS	
3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS	
2e, f: 13), (NTS 3c: 14), (NTECF 3: 20).	
Employ appropriate various teaching and	
learning strategies in classroom	
 Use appropriate teaching strategies to cater 	
for learners with different backgrounds	
Customs and Institutions (JHS):	
Demonstrate knowledge and understanding of the	
customs and institutions of a Ghanaian language of	
study, and any discriminatory practices inherent in	
them and facilitate the use of positive customs	
including those that ensure gender sensitivity and	
inclusiveness (NTS 2c:13), NTECF 3: 20). (NTS 2e: 13),	
(NTS 3c: 14), (NTECF 3: 20).	
 Demonstrate knowledge and understanding 	
of the customs and institutions of a Ghanaian	
language, and use it to promote inclusivity	
and gender equity in class.	
 Explain some concepts of customs and 	
institutions of a Ghanaian language.	
1.5 Discuss your appreciation of the distinctive scope of	
this lesson with the whole group.	
Notes:	
Oral Literature of a Ghanaian language (EG and UP):	

r			
		 In the third lesson, the contents and focus of this course across the two age phases (EG and UP) are as follows: whereas the EG phase looks at only the definition and features of folktale, the UP phase additionally looks at types, importance and appreciation of folktales. <i>Customs and institutions (JHS):</i> This lesson focuses on exploring the concept of death among a Ghanaian ethnic group 	
(New	lopment learning to arise in	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	15 mins
discus learni barrie learni stude or stu conce pedag introc lessor need	ing for nt teachers idents, epts or gogy being duced in the n, which to be red with the	 Notes: Oral Literature of a Ghanaian language – Folktale (EG): Definition of folktale; features of folktales. Oral Literature of a Ghanaian language – Folktale (UP): Definition of folktale; characteristics of folktales; types of folktales; appreciation of folktales; importance of folktales. Customs and Institutions – The life of man (death)(JHS): The concept of death; types of death; performance of death rites; death rites in contemporary times. 	
teach and a activi lesso • Readi discu	iing for ning, learning assessment ities for the n/s ing and ssion of the ning and	 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 	40 mins
learni Notin addre wher requi clarifi	ing activities ag and essing areas e tutors may re ication	 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 3.4 Consider the ICT tools suggested in the manual, 	
 Notin oppo 	ng rtunities for	particularly those available in your institution and indicate how you will deploy them.	

-				
	making links to		Examples:	
	the Basic School		Oral literature of a Ghanaian language – Folktale	
	Curriculum		(EG):	
•	Noting	•	Show or play a YouTube video of a folktale	
	opportunities for		performance.	
	integrating: GESI	•	Ask student teachers to search for other YouTube	
	responsiveness	•	videos.	
	and ICT and 21 st C			
			Oral literature of a Ghanaian language – Folktale	
	skills		(UP):	
•	Reading,	•	Show or play a YouTube video of a folktale	
	discussion, and		performance.	
	identification of	•	Ask student teachers to search for other YouTube	
	continuous		videos.	
	assessment		Customs and Institutions – The life of man	
	opportunities in		(death)(UP):	
	the lesson. Each	-		
	lesson should	•	Show a documentary on the performance of	
	include at least		death/funeral rites.	
		_		
	two opportunities	3.5	Suggest the various ways in which you will make the	
	to use continuous		lesson GESI responsive	
	assessment to			
	support student		Examples:	
	teacher learning		Oral literature of a Ghanaian language – Folktale	
•	Resources:		(EG):	
	 links to the 	•	Ensure even distribution of questions; ensure active	
	existing PD		participation of all in group works; ensure all have	
	Themes, for		equal opportunity to play leading roles in groups;	
	example,		form mixed gender and ability groups; be patient	
	action			
			with those with individuals with disability; break	
	research,		gender stereotypes with examples or illustrations	
	questioning		cited; avoid negative and stereotypical language.	
	and to other			
	external		Oral literature of a Ghanaian language – folktale	
	reference		(UP):	
	material:	•	Ensure even distribution of questions; ensure active	
	literature, on		participation of all in group works; ensure all have	
	web, Utube,		equal opportunity to play leading roles in groups;	
	physical		form mixed gender and ability groups; be patient	
	resources,		with those with individuals with disability; break	
	power point;		gender stereotypes with examples or illustrations	
	how they			
	should be		cited; avoid negative and stereotypical language.	
			Customs and Institutions – The life of man	
	used.		(death)(JHS):	
	Consideration	•	Ensure even distribution of questions; ensure active	
	needs to be		participation of all in group works; ensure all have	
	given to local		equal opportunity to play leading roles in groups;	
	availability		form mixed gender and ability groups; be patient	
L		I		

 guidance on 	with those individuals with disability; break gender	
any power point	stereotypes with examples or illustrations cited; avoid negative and stereotypical language.	
presentations,	avoid negative and stereotypical language.	
TLM or other	3.6 In mixed pairs (male-female, able-disable),	
resources	deliberate on how the contents and the delivery of	
which need to	your lessons will develop the core competences and	
be developed	share it with the larger group.	
to support	share it with the larger group.	
learning	Examples:	
 Tutors should be 	Oral literature of a Ghanaian language - <i>Folktale</i>	
expected to have	(EG):	
a plan for the next	Group work: (communication and collaboration,	
lesson for student	critical thinking and problem solving, cultural	
teachers	identity and global citizenship)	
	YouTube video: (digital literacy)	
	Oral literature of a Ghanaian language - Folktale	
	(UP):	
	Group work: (communication and collaboration,	
	critical thinking and problem solving, cultural	
	identity and global citizenship)	
	YouTube video: (digital literacy)	
	Customs and institutions – <i>The life of man (death)</i>	
	(JHS):	
	Group work: (communication and collaboration,	
	critical thinking and problem solving, cultural identity and global citizenship)	
	YouTube video: (digital literacy)	
	3.7 Use lesson content to design subject projects,	
	and/or assessment instruments for subject portfolio.	
	(one content may also be tied in with other contents	
	into a bigger project)	
	3.8 Consider the resources in the respective manuals	
	and suggest which and how they may be deployed.	
	(These should include ICT tools, inclusive materials,	
	required and additional texts).	
	3.9 Ask for assistance regarding how available digital	
	tools may be deployed (PowerPoint, YouTube video,	
	etc.)	

4. Evaluation and review of session	4.1 Identify a critical friend to sit in one of their lessonsto report in the in the subsequent PD session.	15 mins
 Tutors should Identifying critica friends to observe lessons and repor at next session. Identifying and addressing any outstanding issue relating to the lesson/s for clarification 	 lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session. 	

- Oral literature of a Ghanaian language (EG): *Folktale II (Style and Presentation)*
- Oral literature of a Ghanaian language (UP): *Praise poetry*
- Customs and institutions (JHS): Traditional institution (Chieftaincy)

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	 1.1 Listen and respond to an icebreaker. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. Notes Prior knowledge Oral literature of a Ghanaian language (EG): Student teachers have been introduced to folktale in the last lesson. Oral literature of a Ghanaian language (UP): Students might have heard praise poetry before during some traditional occasions. Customs and institutions (JHS): 	20 mins

Overview of content and	Student teachers have seen their community chiefs.	
identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify	1.3 Provide examples of how students will be prepared to employ the various strategies and skills in Ghanaian language teaching and learning during the basic school classroom work in STS Field Experience in year 4 semester 1	
and address any areas where tutors might require clarification on any aspect of the	1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.	
lesson.	Notes	
NB SL/HoD should ask	Lesson description	
tutors to plan for their teaching as they go through the PD session	Oral literature of a Ghanaian language (EG): This lesson is continuation of the last lesson on folktale. It examines styles of folktale as well as appreciation of folk tale.	
	Oral literature of a Ghanaian language (UP): The lesson deals with the concept and types poetry. It focuses on exposing the student teacher to the knowledge of praise poetry of a Ghanaian language and how it can be appreciated and taught to Upper Primary learners.	
	Customs and institutions (JHS): This lesson discusses the traditional institution in the community and the enstoolment/enskinment of chiefs in the society. It also deals with the role of chiefs in the society.	
	Barriers Oral literature of a Ghanaian language (EG): Student teachers may not be now how to appreciate folktale Large class size.	
	Oral literature of a Ghanaian language (UP): Large class size Students may not be aware of what praise poetry	
	of a Ghanaian language. Customs and institutions (JHS): Student teachers may not know the details of	
	enskinment/enstoolment of chiefs in the community	
	Large class size.	

LOs and LIs Oral literature of a Ghanaian language (EG):	
 Demonstrate knowledge and skill in teaching the forms of oral literature in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43). Employ appropriate various teaching and learning strategies in the forms of oral literature classroom. Use appropriate teaching strategies to cater for learners with different backgrounds. 	
 Oral literature of a Ghanaian language (UP): Demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14), (NTECF 3: 20). Demonstrate knowledge and understanding of oral literature of a Ghanaian language. Explain some concepts of oral literature of a Ghanaian language. Facilitate the use of each concept of oral literature of a Ghanaian language in learning. 	
 Customs and institutions (JHS): Demonstrate knowledge and understanding of the customs and institutions of a Ghanaian language of study, and any discriminatory practices inherent in them and facilitate the use of positive customs including those that ensure gender sensitivity and inclusiveness (NTS 2c:13), NTECF 3: 20). (NTS 2e: 13), (NTS 3c: 14), (NTECT 3: 20). Demonstrate knowledge and understanding of the customs and institutions of a Ghanaian language, and use it to promote inclusivity and gender equity in class. Explain some concepts of customs and institutions of a Ghanaian language. Facilitate the use of each concept of a Ghanaian language in learning. 	
1.5 Discuss your appreciation of the distinctive scope of this lesson with the whole group.	
Notes: Oral literature of a Ghanaian language (EG and UP):	

	 In the third lesson, the contents and focus of this course across the two age phases (EG and UP) are as follows: at the EG phase the focus is on the styles and appreciation of folktales, whereas the UP phase examines praise poetry (concept, types, themes, uses and appreciation of praise poems). <i>Customs and institutions (JHS):</i> This lesson examines chieftaincy as a traditional institution. 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.2 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. Notes: Oral literature of a Ghanaian language – Folktale II (style and appreciation) (EG): Folktale II: Styles of folktale; appreciation of folktale. Oral literature of a Ghanaian language – Praise poetry (UP): Praise poetry: definition of praise poetry; types and themes of praise poems; uses of praise poems; analysis of praise poems. Customs and institutions – Traditional institutions (chieftaincy) (UP): Traditional institutions: Chieftaincy (concept of chieftaincy and rulers in a community; rites of enstoolment and enskinment of chiefs; roles and duties of chiefs; chieftaincy regalia; and teaching chieftaincy). 	15 mins
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification 	 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 	40 mins

with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.
3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.
Examples: Oral literature of a Ghanaian language – Folktale (EG): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)
Oral literature of a Ghanaian Language – <i>Praise poetry (UP):</i> <i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)
Customs and institutions – <i>Traditional institutions</i> (<i>chieftaincy</i>) (JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)
3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)
3.8 Consider the resources in your manual and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).
3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)

4.	Evaluation and	4.1 Identify a critical friend to sit in one of their lessons	15 mins
•	review of session: Tutors should Identifying critical friends to observe lessons and report	 to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 	
•	at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Read the PD and course manuals in preparation for the next PD session.	

Name of Subject/s: Ghanaian language

Tutor PD Session for Lesson 5 in the Course Manual

- Oral literature of a Ghanaian language (EG): *Folktale teaching*
- Oral literature of a Ghanaian language (UP): *Traditional songs*
- Customs and institutions of a Ghanaian language (JHS): *Kinship terms*

poi fra be ses sho to wr and say ses neo and sho	cus: the bullet ints provide the me for what is to done in the ssion. The SWL buld use the bullets guide what they ite for the SL/HoD d tutors to do and y during each ssion. Each bullet eds to be addressed d specific reference buld be made to the urse manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. • •	Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning	 1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. Example: Oral literature of a Ghanaian language -Folktale teaching (EG): Students have had lessons on folktale. Oral literature of a Ghanaian language - Traditional songs (UP): Student teachers have heard of some traditional songs being sang in their communities before. 	20 mins

		1
outcomes and	Customs and institutions of a Ghanaian language -	
indicators	Kinship terms (JHS): Student teachers have families.	
Overview of		
content and	1.3 Provide examples of how students will be prepared	
identification of	to employ the various strategies and skills in	
any distinctive	Ghanaian language teaching and learning during the	
aspects of the	basic school classroom work in STS Field Experience	
lesson/s,	in year 4 semester 1	
NB The guidance for		
SL/HoD should identify	1.4 Reflect on the introductory section of your	
	respective lessons and indicate your observations	
and address any areas	and concerns for discussion.	
where tutors might	and concerns for discussion.	
require clarification on		
any aspect of the	Example:	
lesson.	Oral literature of a Ghanaian language -Folktale	
NB SL/HoD should ask	teaching (EG):	
tutors to plan for their	LO- 6. demonstrate knowledge and skill in teaching	
teaching as they go	the forms of oral literature in the Ghanaian	
through the PD session	language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF,	
	p. 43).	
	LI-6.1. show their knowledge and skill in teaching	
	oral literature in a Ghanaian Language.	
	6.2. factor in individual learner's diversity in	
	planning and lessons delivery	
	Oral literature of a Ghanaian language- Traditional	
	songs (UP):	
	LO-2 demonstrate knowledge and skills in the	
	appreciation of oral literary texts and of the	
	Ghanaian. (NTS 2c: 13), (NTS 3i: 14),	
	LI-2.1. appreciate oral literary texts of the	
	Ghanaian.	
	Customs and institutions of a Ghanaian language-	
	Kinship terms (JHS):	
	LO- 2 demonstrate knowledge, understanding and	
	the skills in the appreciation of customs and	
	traditions of the Ghanaian. (NTS 2c: 13 & 3i:14).	
	LI- 2.1. appreciate customs and traditions of the	
	Ghanaian through analysing and discussing their	
	contents.	
	1 C Discuss your perception of the distinctive server of	
	1.5 Discuss your perception of the distinctive scope of	
	this lesson with the whole group.	
	Example:	
	Oral literature of a Ghanaian language:	
	This course is taught at the three age phases (EG	
	and UP), but its scope and content differ between	

2. Concept	 the two levels. For example, at the EG level, the course treats how folktales are taught, the UP level focuses on traditional songs. <i>Customs and institutions of a Ghanaian language (JHS):</i> This lesson focuses on the kinship terms used in a Ghanaian language. 1.7 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson. Example: <i>Oral literature of a Ghanaian language (EG):</i> Students may not be aware of the method to teach folktale and assess folktale in Ghanaian language. <i>Oral literature of a Ghanaian language (UP):</i> Student teachers may not know structure of the traditional songs of a Ghanaian language. They may not know how to sing the traditional songs. <i>Customs and institutions of a Ghanaian language (JHS):</i> Students may not be aware of the all the kinship terms in their Ghanaian language of study. 2.1 Read and present to the whole group an oral 	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. Examples: Oral literature of a Ghanaian language – Folktale teaching: (EG): Folktale teaching: Teaching folktales of a Ghanaian language to Early Grade learner and issues to observe at STS Oral literature of a Ghanaian language – Traditional songs (UP): Teaching the nature and structure of a Ghanaian language: what is the nature of traditional songs of a Ghanaian language. Customs and institutions of a Ghanaian language – Kinship terms (JHS): Kinship terms: what are the kinship terms used in a Ghanaian language and things to look out for at STS. 	

2	Dianning for	2.1 Dood the teaching and learning activities proposed	40 mins
5.	Planning for	3.1 Read the teaching and learning activities proposed	40 mins
	teaching, learning	for the respective lessons and subject them to a	
	and assessment	critical discussion	
	activities for the		
	lesson/s	3.2 Reflect on the content to be present and ask the	
•	Reading and	whole group for support or assistance in the	
	discussion of the	clarification of, and/or other perspectives on or	
	teaching and	approaches to the concepts in a lesson.	
	learning activities		
	-	2.2. Identify the grass or expects of the basic school	
•		3.3 Identify the areas or aspects of the basic school	
	addressing areas	curriculum that the lesson will equip student-	
	where tutors may	teachers to teach.	
	require clarification		
•	Noting	3.4 Consider the ICT tools suggested in the manual,	
1	opportunities for	particularly those available in your institution and	
	making links to the	indicate how you will deploy them.	
	Basic School		
	Curriculum	Examples:	
		Oral literature of a Ghanaian language – Folktale	
•	Noting	teaching (EG):	
	opportunities for		
1	integrating: GESI	 Watch a YouTube video of how folktales are taught to early grade learners 	
1	responsiveness and	to early grade learners	
1	ICT and 21 st C skills	Make PowerPoint presentation	
•	Reading, discussion,	Oral literature of a Ghanaian language – Traditional	
	and identification of	songs (UP):	
	continuous	 What a YouTube video of how traditional songs of a 	
	assessment	Ghanaian language are taught	
	opportunities in the	Make PowerPoint presentation	
	lesson. Each lesson	Customs and institutions of a Ghanaian language –	
	should include at	Kinship terms (JHS):	
1	least two	 Watch a YouTube video of how kinship terms of a 	
	opportunities to use	Ghanaian language are taught	
	continuous	 Make PowerPoint presentation of how to teach 	
	assessment to	•	
		kinship terms of a Ghanaian language	
	support student		
	teacher learning	3.5 Suggest the various ways in which you will make the	
•	Resources:	lesson GESI responsive	
	 links to the 		
	existing PD	Examples:	
	Themes, for	Oral literature of a Ghanaian language – Folktale	
	example, action	teaching (EG):	
	research,	• Select a YouTube video that shows a female teacher	
	questioning and	teaching an EG class.	
	to other	 Form mixed groups for group activities. 	
	external	Oral literature of a Ghanaian language – Traditional	
	reference	songs (UP):	
	material:	50195 (01).	

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literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	 Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. Form mixed groups for group activities. <i>Customs and institutions of a Ghanaian language</i> Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. Form mixed groups for group activities. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. Examples: Folktale teaching (EG): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) Traditional songs (UP): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) Kinship terms (JHS): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) Kinship terms (JHS): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy) Xinship terms (JHS): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy). 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusi</i>	

		3.10 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. •	Evaluation and review of session: Tutors should	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
	Identifying critical friends to observe lessons and report	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
•	at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Read the PD and course manuals in preparation for the next PD session.	

Name of Subject/s: Ghanaian language

Tutor PD Session for Lesson 6 in the Course Manual

- Oral literature of a Ghanaian language (EG): *Types and themes in poetry*
- Oral literature of a Ghanaian language (UP): *Symbols*
- Customs and institutions of a Ghanaian language (JHS): *Festivals*

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and 	 1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. Example: Oral literature of a Ghanaian language – Types and themes in poetry (EG): Student teachers have had a course in written literature. 	20 mins

including learning outcomes and indicatorsOverview of	<i>Oral literature – Symbols (UP)</i> : Student teachers have seen symbols before. They could tell what some symbols represent.	
content and identification of any distinctive aspects of the	<i>Customs and institutions of a Ghanaian language – Festivals (JHS)</i> : Student teachers have witnessed festivals in their communities.	
lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on	1.3 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in Ghanaian language teaching and learning during the basic school classroom work in STS Field Experience in year 4 semester 1	
any aspect of the lesson. NB SL/HoD should ask tutors to plan for their	1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.	
teaching as they go through the PD session	Example: Oral literature – Types and themes in poetry (EG): LO - 2 demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14) LI - 2.1. appreciate oral literary texts of the Ghanaian.	
	Oral literature – Symbols (UP): LO - 2. demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14). LI - 2.1. appreciate oral literary texts of the Ghanaian.	
	Customs and institutions of a Ghanaian language (JHS): LO – 2. demonstrate knowledge, understanding and the skills in the appreciation of customs and traditions of the Ghanaian. (NTS 2c: 13 & 3i:14), LI - 2.1. appreciate customs and traditions of the Ghanaian through analysing and discussing their contents.	
	1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.	
	Example: Oral literature of a Ghanaian language:	

2. Concept	 This course is taught at the two age phases (EG and UP), but its scope and content are different at broader at each level. For example, at the UP level, the course talks about the concept of symbols of a Ghanaian language. It focuses on what symbols are, their types and their relevance to speakers of a Ghanaian language, but a different topic is treated at the EG level) <i>Customs and institutions of a Ghanaian language (JHS):</i> This lesson deals with student teachers doing oral presentation on festivals in their communities and teacher clarifies the presentation covering subtopics like history of festival, types of festivals, festival calendar and importance of festivals. 1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson 2.1 Read and present to the whole group an oral 	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. Examples: Oral literature of a Ghanaian language – Types and themes in poetry (EG): Types and themes in poetry: Teaching of types and themes of poetry of a Ghanaian language and issues to observe at STS Oral literature of a Ghanaian language – Symbols (UP): Traditional symbols of a Ghanaian language: what are the relevance of traditional symbols of a Ghanaian language? Customs and institutions of a Ghanaian language – Festivals (JHS): Festivals: Festivals celebrated in a particular Ghanaian language community and things to look out for at STS 	

2	Planning for	2.1 Road the teaching and learning activities proposed	40 mins
3.	Planning for teaching, learning and assessment activities for the	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins
•	lesson/s Reading and discussion of the teaching and learning activities	3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
•	Noting and addressing areas where tutors may require	 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 2.4 Consider the ICT tools suggested in the manual 	
•	clarification Noting opportunities for making links to the Basic School	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. Examples:	
•	Curriculum Noting opportunities for integrating: GESI responsiveness	 Oral literature of a Ghanaian language – Types and themes in poetry (EG): Watch a YouTube video of how the types and themes in poetry of a Ghanaian language are taught Make PowerPoint presentation Oral literature of a Ghanaian language of the second sec	
•	and ICT and 21 st C skills Reading, discussion, and	 Oral literature of a Ghanaian language – Symbols (UP): Watch a YouTube video of how the kinds and relevance of symbols of a Ghanaian language are 	
	identification of continuous assessment opportunities in the lesson. Each	 Make PowerPoint presentation <i>Customs and institutions of a Ghanaian language – Festivals (JHS)</i>: Watch a YouTube video of how the history, types 	
	lesson should include at least two opportunities to use continuous	 and importance of festivals of a Ghanaian language community are taught Make PowerPoint presentation 	
	assessment to support student teacher learning	3.5 Suggest the various ways in which you will make the lesson GESI responsive	
•	Resources: o links to the existing PD Themes, for	 Examples: Oral literature of a Ghanaian language – Types and themes in poetry (EG): Select a YouTube video that shows a male teacher 	
	example, action research, questioning	 teaching an EG class. Form mixed groups for group activities. Oral literature of a Ghanaian language – Symbols (UP): 	

 and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. Form mixed groups for group activities. <i>Customs and institutions of a Ghanaian language – Festivals (JHS):</i> Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. Form mixed groups for group activities. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. Examples: Oral literature of a Ghanaian language - Types and themes in poetry (EG): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Oral literature of a Ghanaian language - Symbols (UP): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Oral literature of a Ghanaian language - Symbols (UP): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Customs and institutions of a Ghanaian language - Festivals (JHS): <i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Sa Consider the resources in the respective manuals and/or assessment instruments for subject porjects, and/or assessment instruments for subject portfolio. (one content may also be tied in with	
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		3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. •	Evaluation and review of session: Tutors should	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
	Identifying critical friends to observe lessons and report	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
•	at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Read the PD and course manuals in preparation for the next PD session.	

Name of Subject/s: Ghanaian language

Tutor PD Session for Lesson 7 in the Course Manual

- Oral literature of a Ghanaian language (EG): Analyzing praise poetry: importance and benefits of praise poetry
- Oral literature of a Ghanaian language (UP): *Riddles and puzzles*
- Customs and institutions of a Ghanaian language (JHS): Modern and changes in culture

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.		Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. • •	Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the	 1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. Example: Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG): Student teachers studied poetry appreciation before. They have studied literary devices before. 	20 mins

lesson up to and	Oral literature of a Ghanaian language – Riddles and
including learning outcomes and	<i>puzzles (UP)</i> : The student teachers have heard riddles before.
indicators	The student teachers have near a nadies before.
Overview of	Customs and institutions of a Ghanaian language –
content and	Modern and changes in culture (JHS): Student teachers
identification of	had studied some cultural practices in SHS and they
any distinctive	have witnessed some cultural practices in their
aspects of the	communities recently.
lesson/s,	
NB The guidance for	1.3 Reflect on the introductory section of your
SL/HoD should	respective lessons and indicate your observations
identify and address	and concerns for discussion.
any areas where	Example:
tutors might require	Oral literature of a Ghanaian language – Analysing
clarification on any	praise poetry: importance and benefits of praise
aspect of the lesson. NB SL/HoD should ask	<i>poetry (EG)</i> : LO - 3. exhibit comprehensive understanding of and
tutors to plan for their	interpret the oral literature of the Ghanaian
teaching as they go	language. (NTS 1a:12), (NTS 2c: 13), (NTECF 3: 20).
through the PD	(NTS 2b, 2c: 13) (NTS 3a, i: 14), (NTECF 3:20), (NTECF
session	2: 20).
	-,
	LI: 3.1. show an understanding of oral literature of a
	Ghanaian language.
	3.2. interpret concepts in oral literature of a
	Ghanaian language.
	Oral literature of a Ghanaian language – Riddles and
	puzzles (UP):
	LO: 6. demonstrate knowledge and skills in teaching
	oral literature in a Ghanaian Language. (NTS 1a, b, e:
	12), (NTECF 4: 39), (NTS 2b, d: 13), (NTECF 3: 20),
	(NTS 2f:13), (NTECF 3: 32).
	LI: 6.1. show their knowledge and skill in teaching
	oral literature in a Ghanaian Language.
	6.2. factor in individual learner's diversity in
	planning and lessons delivery.
	Customs and institutions of a Ghanaian language –
	Modern and changes in culture (JHS):
	10:2 ovhibit comprohensive understanding of and
	LO: 3. exhibit comprehensive understanding of and interpret the customs and institutions of the
L	ווונכו אובי נווב במזנטוווג מווע וווגנונטנוטוג טו נווב

		Ghanaian language. (NTS 2c:13; NTECF 2 & 3: 20).	
		 (NTS 2b, 2c: 13; 3a, 3i.: 14) (NTECF 1:20; 2 & 3: 20). LI: 3.1. exhibit comprehensive understanding of customs and institutions of a Ghanaian language. 3.2. interpret concepts of customs and institutions of a Ghanaian language. 	
		1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	
		Example: Oral literature of a Ghanaian language: This course is taught at two age phases (EG and UP), but its scope varies at each level. For example, at the EG level, the course discusses the aesthetics of praise poetry by examining elements such as at the structure and diction of praise poetry. It also discusses benefits of praise poetry and its importance in the community, which is difference from its focus at the UP level).	
		<i>Customs and institutions of a Ghanaian language:</i> This lesson discusses the concept of culture, the factors that affect culture in modern times and culture preservation.	
		 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson. Example: Customs and institutions of a Ghanaian language (JHS) – Modern and change in culture- Student teachers may not have thought of the importance of culture 	
		preservation in their community.	
2.	Concept Development (New learning likely to arise in lesson/s):	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. Examples:	15 mins
•	Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being	 Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG): Analysing praise poetry: importance and benefits of praise poetry of a Ghanaian language and issues to observe at STS Oral literature of a Ghanaian language – Riddles and puzzles (UP): 	

SL/ what to i exp	introduced in the lesson, which need to be explored with the SL/HoD The guidance for HoD should set out at they need to do ntroduce and blain the issues/s h tutors		Riddles and puzzles: what are the differences and similarities between riddles and puzzles of a Ghanaian language? <i>Customs and institutions of a Ghanaian language –</i> <i>Modern and changes in culture (JHS):</i> Modern and changes in culture: factors that affect culture in modern times and how culture can be preserved and things to look out for at STS.	
3.	Planning for teaching, learning and assessment activities for the lesson/s		Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion Reflect on the content to be present and ask the	40 mins
•	Reading and discussion of the teaching and learning activities		whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
•	Noting and addressing areas where tutors may require clarification		Identify the areas or aspects of the basic school curriculum that the lesson will equip student- teachers to teach. Consider the ICT tools suggested in the manual,	
•	Noting opportunities for making links to the Basic School		particularly those available in your institution and indicate how you will deploy them. Examples:	
•	Curriculum Noting opportunities for integrating: GESI responsiveness		Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG): Watch a YouTube video of how the structure and importance of praise poetry of a Ghanaian language	
•	and ICT and 21 st C skills Reading, discussion, and identification of		are taught Make PowerPoint presentation Oral literature of a Ghanaian language – Riddles and puzzles (UP): Watch a YouTube video of how the differences	
	continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities	•	riddles and puzzles of a Ghanaian language and their structures are taught Make PowerPoint presentation <i>Customs and institutions of a Ghanaian language –</i> <i>Modern and changes in culture (JHS)</i> :	

to use continuous assessment to support student teacher learning • Resources: • links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	 Watch a YouTube video of how factors that affect culture in modern times and how cultures of a Ghanaian language can be preserved are taught Make PowerPoint presentation. 3.5 Suggest the various ways in which you will make the lesson GESI responsive Examples: Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG): Select a YouTube video that shows a male teacher teaching an EG class. Form mixed groups for group activities. Oral literature of a Ghanaian language – Riddles and puzzles (UP): Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. Form mixed groups for group activities. Customs and institutions of a Ghanaian language – Modern and changes in culture (JHS): Select a YouTube video that shows a person with different ability (person living with disability) teaching at JH levels. Form mixed groups for group activities. S.6 In mixed groups for group activities. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. Examples: Analysing praise poetry: importance and benefits of praise poetry (EG): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Riddles and puzzles (UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) 	

		Modern and changes in culture (JHS):	
		Group work: (communication and collaboration,	
		critical thinking and problem solving, cultural	
		identity and global citizenship) <i>YouTube video</i> :	
		(digital literacy).	
		(digital interacy).	
		3.7 Use lesson content to design subject projects,	
		and/or assessment instruments for subject	
		portfolio. (one content may also be tied in with	
		other contents into a bigger project)	
		3.8 Consider the resources in the respective manuals	
		and suggest which and how they may be deployed.	
		(These should include ICT tools, inclusive materials,	
		required and additional texts).	
		3.9 Ask for assistance regarding how available digital	
		tools may be deployed (PowerPoint, YouTube video,	
		etc.)	
4.	Evaluation and	4.1 Identify a critical friend to sit in one of their lessons	15 mins
	review of session:	to report in the in the subsequent PD session.	
•	Tutors should		
	Identifying critical	4.2 Indicate any outstanding issues relating to each	
	friends to observe	lesson for discussion.	
	lessons and report		
	at next session.	4.3 Read the PD and course manuals in preparation for	
•	Identifying and	the next PD session.	
	addressing any		
	outstanding issues		
	relating to the		
	lesson/s for		
	clarification		

Name of Subject/s: Ghanaian language

Tutor PD Session for Lesson 8 in the Course Manual

- Oral literature of a Ghanaian language (EG): *Traditional songs*
- Oral literature of a Ghanaian language (UP): Assessing the oral literature of a Ghanaian language
- Customs and institutions of a Ghanaian language (JHS): Assessing the customs and institutions of a Ghanaian language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and 	 1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. Example: Oral literature of a Ghanaian language – Traditional songs (EG): Student teachers have been listening to songs. Oral literature of a Ghanaian language – Assessing the oral literature of a Ghanaian language (UP): 	20 mins

including learning	Student teachers have been writing tests and exams	
outcomes and	in the previous schools. They have seen types of	
indicators	assessment before.	
Overview of		
content and	Customs and institutions of a Ghanaian language –	
identification of	Assessing the customs and institutions of a Ghanaian	
any distinctive	language (JHS): Student teachers have been writing	
aspects of the	tests and exams. They have seen types of assessment	
lesson/s,	before.	
NB The guidance for		
SL/HoD should	1.3 Reflect on the introductory section of your	
identify and address	respective lessons and indicate your observations	
any areas where	and concerns for discussion.	
tutors might require		
clarification on any	Example:	
aspect of the lesson.	Oral literature of a Ghanaian language – Traditional	
NB SL/HoD should ask	songs (EG):	
tutors to plan for their	36/193 (20).	
teaching as they go	LO - 3. exhibit comprehensive understanding of and	
through the PD	interpret the oral literature of the Ghanaian	
session	language. (NTS 1a:12), (NTS 2c: 13), (NTECF 3: 20).	
56351011	(NTS 2b, 2c: 13)(NTS 3a, i: 14), (NTECF 3:20),(NTECF	
	2: 20).	
	2. 20).	
	LI: 3.1. show an understanding of oral literature of a	
	Ghanaian language.	
	3.2. interpret concepts in oral literature of a Ghanaian language.	
	Gilalialali language.	
	Oral literature of a Ghanaian language – Assessing	
	the oral literature of a Ghanaian language (UP):	
	the ordinterature of a Ghandian language (OF).	
	LO: 4. demonstrate knowledge and skill in assessing	
	the various genres of written literature of a	
	Ghanaian language.	
	LI: 4.1. should be able to design and implement a	
	variety of assessment mode for teaching and	
	learning oral literature of a Ghanaian language (NTS	
	1d, g: 12), (NTS 3b: 14).	
	4.2. should be able to identify and assist Upper	
	Primary learners with difficulties in their assessment	
	(NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39).	
	4.3. should be able to provide evidence of tracking	
	Upper Primary learners' progress (NTS 3n, p: 14).	

		 Customs and institutions of a Ghanaian language – Assessing the customs and institutions of a Ghanaian language (JHS): LO: 7. demonstrate knowledge and skills in assessing customs and institutions and oral literature in a Ghanaian language. (NTS 3k-p: 14); (NTECF 4:42 & 46). LI: 7.1. demonstrate knowledge and skills in assessing learners on customs and institutions of in a Ghanaian language. 1.4 Discuss your perception of the distinctive scope of this lesson with the whole group. Example: Oral literature of a Ghanaian language: This course is taught at two age phases (EG and UP), but its scope varies at each level. For example, the course at the EG level introduces student teachers to the features, types and importance of traditional songs, and this is difference from what the focus is at the UP level), Customs and institutions of a Ghanaian language: This lesson focuses on teaching student teachers how to do assessment of customs and institutions of a Ghanaian language at the JHS curriculum through team teaching. It also deals with the types of questions for assessment and purpose of assessment. 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson 	
•	Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for	 2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. Examples: Oral literature of a Ghanaian language – Traditional songs (EG): Traditional songs: The features, types and importance traditional songs of a Ghanaian language and issues to observe at STS 	15 mins

student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 Oral literature of a Ghanaian language – Assessing the oral literature of a Ghanaian language (UP): Traditional songs of a Ghanaian language: how do you assess the oral literature of a Ghanaian language; the forms and the purposes of the of UP learners? Customs and institutions of a Ghanaian language – Assessing the customs and institutions of a Ghanaian language (JHS): Traditional songs: how to assess the customs and institutions of a Ghanaian language; the forms and the purposes of the of JHS learners and things to look out for at STS 	
3. Planning for teaching, learning	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a	40 mins
 and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities 	critical discussion 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
 learning activities Noting and addressing areas where tutors may require clarification 	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
 Noting opportunities for making links to the Basic School 	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
 Curriculum Noting opportunities for integrating: GESI responsiveness and 	 Examples: Oral literature of a Ghanaian language – Traditional songs (EG): Watch a YouTube video of how the features, types and importance of traditional songs of a Ghanaian are taught 	
ICT and 21 st C skills • Reading, discussion, and identification of continuous assessment	 are taught Make PowerPoint presentation Oral literature of a Ghanaian language – Assessing the oral literature of a Ghanaian language (UP): Watch a YouTube video of how to teach the factors to consider when assessing the oral literature of UP 	
assessment opportunities in the lesson. Each lesson should include at	 Make PowerPoint presentation 	

	 Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Assessing the customs and institutions of a Ghanaian language (JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy). 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, 	
	etc.)	
 Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session. 	15 mins

Tutor PD Session for Lesson 9 in the Course Manual

- Oral Literature of a Ghanaian Language (EG): *Symbols*
- Oral Literature of a Ghanaian language (UP): *Riddles and Puzzles*
- Customs and Institution of a Ghanaian Language (JHS): Preparing TLMs for teaching Customs and Institution of a Ghanaian language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and 	 1.1 Tutors to respond to an icebreaker, allow volunteers to give one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. Eg To what extent does the L1 match the LO? 1.4 Identify and discuss some distinctive features of the lessons. Eg: what is the distinctive scope of the lesson 	20 mins

including learning	Example 1:
outcomes and	Oral Literature of a Ghanaian language (EG):
indicators	
Overview of	Topic: Symbols
content and	
	Losson: This losson focus on symbols, types and their
identification of	Lesson: This lesson focus on symbols, types and their
any distinctive	relevance
aspects of the	
lesson/s,	Example 2:
NB The guidance for	Oral Literature of a Ghanaian language (UP)
SL/HoD should	
identify and address	Topic: Preparing TLMs for teaching oral literature of a
any areas where	Ghanaian language.
tutors might require	
clarification on any	Lesson description: This lesson introduces student
aspect of the lesson.	teachers to the techniques in the preparation of
NB SL/HoD should ask	appropriate teaching and learning materials (TLMs) for
tutors to plan for their	the teaching of oral literature of a Ghanaian language.
teaching as they go	
	Evenue 2
through the PD	Example 3
session	Customs and Institutions of a Ghanaian language (JHS)
	Topic: Preparing TLMs for teaching customs and
	institution of a Ghanaian language.
	Lesson description: The lesson exposes student teachers
	to: preparation of TLMs, classification of TLMs and
	knowing the appropriate TLMs to choose for a lesson in
	the JHS classroom.
	1.5 Discuss in groups some of the factors you anticipate
	may constitute challenges that will impede the
	success of the lesson
	Possible Barriers
	Example 1
	Oral Literature of a Ghanaian language (EG)
	Topic: Symbols
	Student teachers may not be able to tell the story behind
	a symbol.
	Example 2
	Oral Literature of a Ghanaian language (UP)

		Topic: Preparations of TLMs to teach oral literature of a Ghanaian language	
		The student teacher may not have designed a TLM before and may not be aware of the factors to consider before selecting a TLM for use.	
		Example 3 Customs and institutions of a Ghanaian language (JHS)	
		Topic: Preparations of TLMs to teach customs and institutions of a Ghanaian language.	
		Student teacher may not know things to consider before choosing TLMs for a JHS learner.	
2.	Concept Development (New learning likely to arise in lesson/s):	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	15 mins
•	Identification and	Some new concept	
	discussion of new learning, potential barriers to learning for	Examples 1: Oral literature of a Ghanaian a language (EG)	
	student teachers	Symbols	
	or students, concepts or	Example 2:	
	pedagogy being introduced in the	Oral literature of a Ghanaian language (UP)	
	lesson, which need to be explored with the	 Preparing TLMs for teaching oral literature of a Ghanaian language 	
	SL/HoD	Example 3:	
	The guidance for HoD should set out	Customs and institutions of a Ghanaian language (JHS)	
to i	at they need to do introduce and plain the issues/s	• Preparing TLMs to teach customs and institutions of a Ghanaian language	
-	h tutors	2.2 In pairs discuss some teaching pedagogies that can be used to teach the lesson	
		Some Teaching and learning Pedagogies	
		Example 1	
		Oral literature of a Ghanaian language (EG)	

		Topic: Symbols	
		 Group work 	
		 Class discussions 	
		Example 2	
		Oral literature of a Ghanaian language (UP)	
		Topic: Preparing TLMs for teaching oral literature of a	
		Ghanaian language	
		 Demonstration 	
		 Class discussions 	
		Example 3	
		Example 3 Customs and institutions of a Ghanaian language (JHS)	
		Topic: Preparing TLMs for teaching customs and	
		institutions of Ghanaian language	
		 Questions and answers 	
		 Group work 	
3.	Planning for	3.1 Read the teaching and learning activities proposed	40 mins
	teaching, learning	for the respective lessons and subject them to a critical discussion	
	and assessment activities for the	critical discussion	
	lesson/s	Examples of some Teaching and Learning Activities	
•	Reading and		
	discussion of the	Example 1	
	teaching and learning activities	Oral literature of a Ghanaian language (EG)	
•	Noting and	Topic: Symbols	
	addressing areas		
	where tutors may	TLAs - Brainstorming	
	require clarification	 Brainstorming Demonstration 	
•	Noting		
	opportunities for	Example 2	
	making links to the	Oral literature of a Ghanaian language (UP)	
	Basic School Curriculum	Topic: Designing TLMs for teaching oral literature of a	
•	Noting	Ghanaian language	
1	-		
	opportunities for		
	integrating: GESI	TLAs	
		TLAs Practical activities Class discussions 	

	and ICT and 21 st C	Example 3:
	skills	Customs and institutions of a Ghanaian language (JHS)
-		
•	Reading,	Tomin What is TINA(a)
	discussion, and	Topic: What is TLM(s)
	identification of	
	continuous	TLAS
	assessment	 Discussions
	opportunities in	 Brainstorming
	the lesson. Each	
	lesson should	3.2 Reflect on the content to be presented and ask for
	include at least	support or clarification on approaches to the
	two opportunities	concepts in a lesson.
1	to use continuous	
	assessment to	3.3 Identify the areas or aspects of the basic school
1		curriculum that the lesson will equip student-
	support student	
	teacher learning	teachers to teach.
•	Resources:	
	 links to the 	3.4 Consider the ICT tools suggested in the manual,
	existing PD	particularly those available in your institution and
	Themes, for	indicate how you will deploy them.
	example, action	
	research,	Examples 1:
	questioning	Oral literature of a Ghanaian language (EG)
	and to other	
	external	Topic: What are symbols
	reference	
	material:	Use PowerPoint presentation on symbols
	literature, on	
		Example 2:
	web, Utube,	•
	physical	Oral literature of a Ghanaian language (UP)
	resources,	
	power point;	Topic: Using TLMs for the teaching and learning oral
1	how they	literature of a Ghanaian language
1	should be used.	
	Consideration	 Show a YouTube video on how TLMs are used to
	needs to be	teach oral literature
	given to local	
	availability	Example 3:
	 guidance on 	Customs and institutions of a Ghanaian language (JHS)
	any power	
	point	Topic: Classifications of TLMs
	presentations,	
1	TLM or other	Use PowerPoint presentation on classifications of
1		Use PowerPoint presentation on classifications of TLMc
	resources	TLMs
	which need to	
	be developed	3.5 Discuss the various ways in which you will make the
		lesson GESI responsive

to support	Example 1:	
learning	Oral literature of a Ghanaian language (EG)	
• Tutors should be		
expected to have a	Topic: What are symbols?	
plan for the next		
lesson for student	Give equal opportunity to students	
teachers	Form mixed groups for group activities	
	Example 2	
	Oral literature of a Ghanaian language–(UP)	
	Topic: Selection and use of TLMs for teaching and learning	
	of oral literature of a Ghanaian language	
	- Forme mixed annung for annung optimities	
	 Form mixed groups for group activities. Assign leadership role to both males and females 	
	Assign reducts inprote to both mates and jemaies	
	Example 3:	
	Customs and institutions of a Ghanaian language–(JHS)	
	Topic: Importance of TLMs in language teaching and learning	
	learning	
	• Select a YouTube video that shows a person with	
	different ability (person living with disability)	
	teaching at JHS levels.	
	2.6 Discuss in pairs how the contents of tenics and the	
	3.6 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the 21 st century	
	skills.	
	How to develop the 21 st century skills.	
	European de	
	<i>Examples 1:</i> Oral literature of a Ghanaian language (EG)	
	Topic: Meaning and relevance of symbols	
	Group work: (communication and collaboration, critical	
	thinking and problem solving, cultural identity and global citizenship)	
	YouTube video: (digital literacy)	
	Example 2;	
	Oral literature of a Ghanaian language (UP)	

		· · · · · ·
	Topic: Selecting TLMs for the teaching and learning oral	
	literature of a Ghanaian language.	
	<i>Group work</i> : (communication and collaboration, critical	
	thinking and problem solving, cultural identity and global	
	citizenship)	
	YouTube video: (digital literacy)	
	Example 3:	
	Customs and institutions of a Ghanaian language (JHS)	
	Topic: Selecting, Designing and Use of Language TLMs	
	Discussion:	
	(Communication, critical thinking and problem solving,	
	cultural identity and global citizenship)	
	PowerPoint presentation: (digital literacy)	
	3.7 In pairs, discuss some ICT tools and other resources	
	available in the	
	available in the	
	Examples of ICT Tools	
	Examples:	
	Projector	
	Text books	
	Phones	
	3.8 Assist student teachers on how to use the available	
	digital tools	
	(PowerPoint)	
4. Evaluation and	4.1 Identify a critical friend to sit in one of the lessons to	15 mins
review of session:	report in the subsequent PD session.	
 Tutors should 		
Identifying critical	4.2 Indicate any outstanding issues relating to each	
friends to observe	lesson for discussion.	
lessons and report		
at next session.	4.3 Read the PD and course manuals in preparation for	
	the next PD session.	
Identifying and		
addressing any		
outstanding issues		
relating to the		
lesson/s for		
clarification		
	1	

Tutor PD Session for Lesson 10 in the Course Manual

- Oral Literature of a Ghanaian Language (EG) *Riddles and puzzles of a Ghanaian language*
- Oral Literature of a Ghanaian language (UP): Interpreting oral literature of a Ghanaian language component of a Ghanaian language curriculum
- Customs and Institution of a Ghanaian language (JHS): Interpreting the Customs and the Institution of a Ghanaian language component of a Ghanaian language curriculum

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the 	 Listen and respond to icebreaker. 1.2 With think-pair-share strategy discuss with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Read the introductory section of your respective lessons and discuss the learning outcomes (LOs) and learning indicators (LIs) 	20 mins

		1
introductory	Examples of LOs and LIs	
sections of the		
lesson up to and	Example 1	
including learning	Oral literature of a Ghanaian language (EG)	
outcomes and		
indicators	Learning Outcome (LO)	
Overview of	Riddles and puzzles	
content and	Demonstrate knowledge and skills in teaching oral	
identification of	literature in a Ghanaian Language. (NTS 1a, b, e: 12),	
any distinctive	(NTECF 4: 39),	
aspects of the		
lesson/s,	Learning Indicator (LI)	
NB The guidance for	show their knowledge and skill in teaching oral literature	
SL/HoD should	in a Ghanaian Language.	
identify and address		
any areas where	Example 2	
tutors might require		
clarification on any	Oral literature of a Ghanaian language (UP)	
aspect of the lesson.		
NB SL/HoD should ask	Learning Outcome (LO)	
tutors to plan for their	Topic: Interpreting the oral literature of a Ghanaian	
teaching as they go	language component of the Ghanaian language	
through the PD	curriculum	
session		
5051011	(LO) Understand and interpret key features of the oral	
	literature of a Ghanaian language component of the	
	Ghanaian language curriculum and plan lessons from it.	
	(NTS 2b, d: 13), (NTECF 3: 20),	
	(
	Learning Indicator (LI)	
	The awareness of the existing learning outcomes of	
	learners	
	factor individual learner's diversity in planning and	
	delivering lessons	
	Example 3	
	Topic: Customs and institutions of a Ghanaian language	
	(JHS)	
	Learning Outcome (LO)	
	Learning Outcome (LO)	
	Exhibit comprehensive understanding of and interpret	
	the customs and institutions of the Ghanaian	
	language. (NTS 2c:13; NTECF 2 & 3: 20). (NTS 2b, 2c:	
	13; 3a, 3i. : 14) (NTECF 1:20; 2 & 3: 20).	

	
	Learning Indicator (LI)
	exhibit comprehensive understanding of customs and
	institutions of a Ghanaian language.
	1.4 Discuss the content and identify any distinctive
	features.
	Some distinctive features
	Example 1:
	Oral literature of a Ghanaian language (EG)
	Topic: Riddles and puzzles
	 What is a riddle and a puzzle?
	 What is a made and a pazzle? What are the differences and similarities between
	riddles and puzzles?
	Example 2:
	Oral literature of a Ghanaian language (UP)
	Topic: Interpreting the oral literature of a Ghanaian
	language component of the Ghanaian language
	curriculum
	 Key features of the oral literature of a Ghanaian
	language component of the Ghanaian language
	curriculum
	 What to consider in interpreting the oral
	literature of a Ghanaian language component of
	the curriculum
	Example 3
	Customs and institutions of a Ghanaian language (JHS)
	Topic: Interpreting the customs, and institutions of a
	Ghanaian language component of the Ghanaian
	language curriculum
	1.5 In pairs discuss and share with the entire group some
	possible barriers that can impede lesson delivery.
	Some possible barriers of the lesson
	Evenue1
	Example1
	Oral literature of a Ghanaian language (EG)
	Student teachers may not know the differences and
	similarities between riddles and puzzles.
	Example 2
	Oral literature of a Ghanaian language (UP)

	The student teachers might not have interpreted the oral literature component of the Ghanaian language component of the Basic School Curriculum before.	
	Example 3 Customs and institutions of a Ghanaian language (JHS) Student teacher might not be aware of the JHS curriculum and interpreting its components	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	15 mins
 Identification an discussion of new 	·	
learning, potenti barriers to learn for student		
teachers or students, concer		
or pedagogy bein introduced in the lesson, which ne	e Oral literature of a Ghanaian language (UP)	
to be explored with the SL/HoD NB The guidance fo SL/HoD should set c	the curriculum	
what they need to c		
to introduce and explain the issues/s with tutors	Customs and institution of a Ghanaian language (JHS) Interpreting the customs, and institutions of a Ghanaian language component of the Ghanaian language curriculum	
3. Planning for teaching, learnin and assessment activities for the lesson/s	critical discussion	40 mins
 Reading and discussion of the teaching and 	Example 1 Oral literature of a Ghanaian language (EG)	
 learning activitie Noting and addressing areas where tutors ma 	Structure and style of puzzles	

	require	Suggested Teaching	
	clarification	and Learning	
•	Noting		
	opportunities for	Activities (TLAs)	
	making links to the		
	Basic School	Mixed groupings	
		Discussions	
	Curriculum		
•	Noting	Example 2	
	opportunities for	Oral literature of a Ghanaian language (UP)	
	integrating: GESI		
	responsiveness	Торіс	
	and ICT and 21 st C	Key features of the oral literature of a Ghanaian	
	skills	language component of the Ghanaian language	
•	Reading,	curriculum	
	discussion, and	Suggested Teaching and Learning Activities (TLAs)	
	identification of	Class discussions	
	continuous	Independent study	
	assessment		
	opportunities in	Example 3	
	the lesson. Each	Customs and institutions of a Ghanaian language (JHS).	
	lesson should		
	include at least	Торіс	
	two opportunities	Interpreting the customs, and institutions of a	
	to use continuous	Ghanaian language component of the Ghanaian	
	assessment to	language curriculum	
	support student		
	teacher learning	Suggested Teaching and Learning Activities	
•	Resources:	Brainstorming	
	 links to the 		
	existing PD	3.2 Discuss how the lesson can be linked to the basic	
	Themes, for	school curriculum.	
	example, action	Example of linking to the basic school curriculum	
	research,		
	questioning	Go to student a partner school to observe teaching and	
	and to other	learning and learning practices (STS)	
	external		
	reference	3.3 Consider the ICT tools suggested in the manual,	
	material:	particularly those available in your institution and	
	literature, on	indicate how you will deploy them.	
	web, Utube,		
	physical	How ICT can be used	
	resources,		
	power point;	Examples 1:	
	how they	Oral literature of a Ghanaian language (EG)	
	should be used.		
	Consideration		
	needs to be		

F		
given to local availability	Topic: What are the differences and similarities riddles	
 guidance on any power point 	 Using Power point presentation on differences and similarities of riddles 	
presentations, TLM or other resources	Example 2: Oral literature of a Ghanaian language (UP)	
which need to be developed to support	Topic: What to consider in interpreting the oral literature of a Ghanaian language component of the curriculum	
 learning Tutors should be expected to have a 	 PowerPoint presentation on component of oral literature of a Ghanaian language curriculum. 	
plan for the next lesson for student teachers	Example 3: Customs and institution of a Ghanaian language (JHS)	
	Topic: Interpreting the customs, and institutions of a Ghanaian language component of the Ghanaian language curriculum	
	 Using PowerPoint presentation of on the component of customs and institutions of the Ghanaian Language curriculum 	
	3.4 Discuss the various ways in which you will make the lesson GESI responsive	
	Ways of making the lesson GESI responsive	
	Example 1: Oral literature of a Ghanaian language (EG)	
	Topic: Structure and style of puzzles	
	 Form mixed groups for group activities. Select a YouTube video that shows a male teacher teaching an EG class. 	
	Example 2 Oral literature of a Ghanaian language (UP)	
	Topic: What to consider in interpreting the oral literature of a Ghanaian language component of the curriculum	
L		

 Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.
<i>Example 3:</i> Customs and institution of a Ghanaian language (JHS)
Topic: Interpreting the customs, and institutions of a Ghanaian language component of the Ghanaian language curriculum
 Form mixed groups for group activities. Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.
3.5 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the core competences.
lessons will develop the 21st century skills
Examples of ways to develop the 21st century skills:
Examples 1: Oral literature of a Ghanaian language (EG)
Topic: Structure and style of puzzles
<i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)
Example 2; Oral literature of a Ghanaian language (UP)
Key features of the oral literature of a Ghanaian language component of the Ghanaian language curriculum
<i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)

	Example 3:	
	Customs and institutions of a Ghanaian language (JHS)	
	Topic: Interpreting the customs, and institutions of a Ghanaian language component of the Ghanaian language curriculum	
	Discussion: (Communication, critical thinking and problem solving, cultural identity and global citizenship) PowerPoint presentation: (digital literacy)	
	3.6 In pairs, discuss the resources in the respective manuals and suggest how you may deploy them. (These should include ICT tools, inclusive materials, required and additional texts)	
	Examples resources: Projector Text books Phones	
	Laptop	
	3.7 Assist student teachers on how to use the available digital tools	
	Using computers, smart phones, etc. to watch selected and appropriate videos or YouTube.	
 4. Evaluation and review of session: Tutors should 	4.1 Identify a critical friend to sit in one of the lessons and report at the subsequent PD session.	15 mins
Identifying critical friends to observe lessons and report	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
 at next session. Identifying and addressing any 	NB: Read the PD and course manuals in preparation for the next PD session.	
outstanding issues relating to the lesson/s for		
clarification		

Tutor PD Session for Lesson 11 in the Course Manual

Lesson titles:

- Oral Literature of a Ghanaian language (EG): Methods and TLMs and planning for oral literature early grade
- Oral Literature of a Ghanaian language (UP): Assessments and lesson review
- Customs and Institution of a Ghanaian language (JHS): Methods of teaching customs and institution of a Ghanaian language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the 	 1.1 Listen and respond to an icebreaker. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you will build the lesson. 1.3 Read the introductory section of your respective lessons and up any concerns for discussion. 1.4 Discuss some distinctive scope of each lesson with the whole group. Some distinctive scope of the lessons 	20 mins

	losson un to and	Example 1	
	lesson up to and including learning	Example 1: Oral literature of a Ghanaian language (EG)	
	0 0	Oral literature of a Ghanalan language (EG)	
	outcomes and indicators		
		Methods and TLMs and planning for oral literature	
•	Overview of	in early grade class.	
	content and		
	identification of	Example 2:	
	any distinctive	Oral literature of a Ghanaian language (UP)	
	aspects of the		
	lesson/s,	 Methods of teaching of the oral literature of a 	
	The guidance for	Ghanaian language	
-	HoD should		
ide	ntify and address	Example 3:	
any	areas where	Customs and institutions of a Ghanaian language	
tut	ors might require		
cla	ification on any	• Methods of teaching the customs, and institutions of	
asp	ect of the lesson.	a Ghanaian language	
NB	SL/HoD should ask		
tut	ors to plan for their		
tea	ching as they go		
thr	ough the PD		
ses	sion		
2.	Concept	2.1 in pairs, identify and discuss some potential barriers	15 mins
	Development	that can impede learning	
	(New learning		
	(New learning likely to arise in	Possible Barriers to lesson	
•	(New learning likely to arise in lesson/s):	Possible Barriers to lesson	
•	(New learning likely to arise in lesson/s): Identification and	Possible Barriers to lesson Example 1:	
•	(New learning likely to arise in lesson/s): Identification and discussion of new	Possible Barriers to lesson	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG)	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students,	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners.	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2:	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners.	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP)	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP)	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching.	
•	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching. Example 3:	
	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD The guidance for	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching.	
SL/	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD The guidance for HoD should set out	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching. Example 3: Customs and institutions of a Ghanaian language (JHS)	
SL/ wha	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD The guidance for HoD should set out at they need to do	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching. Example 3: Customs and institutions of a Ghanaian language (JHS) Student teachers may not know about things to consider	
SL/ what to i	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD The guidance for HoD should set out at they need to do	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching. Example 3: Customs and institutions of a Ghanaian language (JHS)	
SL/ whato i exp	(New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD The guidance for HoD should set out at they need to do	Possible Barriers to lesson Example 1: Oral literature of a Ghanaian language (EG) Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners. Example 2: Oral literature of a Ghanaian language (UP) Student teacher may not be aware of the factors to consider to select appropriate method for teaching. Example 3: Customs and institutions of a Ghanaian language (JHS) Student teachers may not know about things to consider	

• Rea	•	Example 3:	
	cussion, and	Customs and institutions of a Ghanaian (JHS)	
	ntification of		
con	itinuous	Topic:	
ass	essment	Importance of Methods of teaching	
opp	portunities in the		
less	son. Each lesson	 Think-pair-share 	
sho	uld include at	 Group work 	
leas	st two		
	ortunities to	3.2 Ask for clarification from the group members on	
	continuous	concepts from the lessons you did not understand.	
	essment to		
		2.2 Vicit a partner school to observe teaching and	
-	port student	3.3 Visit a partner school to observe teaching and	
	cher learning	learning practices. (STS)	
	ources:		
	inks to the	3.4 Consider the ICT tools suggested in the manual,	
6	existing PD	particularly those available in your institution and	
	Themes, for	indicate how you will deploy them.	
6	example, action		
r	research,	How ICT can be used in the lesson.	
	questioning and		
t	to other external	Examples 1:	
r	reference	Oral literature of a Ghanaian language (EG)	
1	material:		
	iterature, on	Торіс:	
	web, Utube,	Teaching of early grade learners' oral literature with	
	ohysical	TLMS	
-	resources,		
	-	Show a YouTube video that teach how TLMs are used in	
-	power point;		
	now they should	teaching.	
	pe used.	Everyone 2	
	Consideration	Example 2	
	needs to be	Oral literature of a Ghanaian language (UP)	
	given to local		
á	availability	Topic: Application of methods of teaching oral literature	
0 8	guidance on any		
1	power point	Show a YouTube video that teach how different	
	oresentations,	methods can be used in teaching.	
	TLM or other	-	
	resources which	Example 3	
	need to be	Customs and institution of a Ghanaian language (JHS)	
	developed to		
	•	Topic: Importance of Methods of teaching	
	support learning		
	ors should be	Make a DowerDoint procentation on importance of	
-	ected to have a	Make a PowerPoint presentation on importance of	
plai	n for the next	methods of teaching	

lesson for student teachers	3.5 Suggest the various ways in which you will make the lesson GESI responsive
	Suggested ways to make the lesson GESI responsive
	Examples 1: Oral literature of a Ghanaian language <i>(EG):</i>
	Topic: Teaching of early grade learners' oral literature with TLMS
	Form mixed groups for group activities.
	Example 2: Oral literature of a Ghanaian language <i>(UP):</i>
	Topic: Concept and types of methods of teaching language
	• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.
	Example 3: Customs and institution of a Ghanaian language – (JHS):
	Topic: Factors to consider before selecting a teaching method
	 Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. Form mixed groups for group activities.
	 3.6 In mixed pairs discuss and share with the larger group how the contents of the lessons will develop the 21st century skills
	Suggested ways the content can develop the 21 st century skills
	Examples 1: Oral literature of a Ghanaian language (EG)
	Topic: Teaching of early grade learners oral literature with TLMS

Practical activities: (communication and collaboration, critical thinking and problem solving, enquiry skills) digital literacy)
Example2: Oral literature of a Ghanaian language (UP)
Topic: Concept and types of methods of teaching language
<i>Group work</i> : (communication and collaboration, critical thinking and problem solving, enquiry skills, team work)
Example 3: Customs and institutions of a Ghanaian language (JHS):
Topic: Importance of Methods of teaching
Discussions:(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)
3.7 Use lesson content to design subject projects, and/or subject portfolio. (<i>Refer tutors to section 1.7</i> of Session One (1) for examples of subject projects and subject portfolios)
3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).
Some available resources Laptops Projectors Phones Ipad
3.9 Assist tutors to learn how the available digital tools can be used.
 How to use the available digital tools Prepare a PowerPoint presentation and project to the participants.
show a YouTube video on selected topic

4.	Evaluation and review of session:	4.1 Identify a critical friend to sit in one of their lessons and report at the next PD session.	15 mins
•	Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 4.2 Indicate any outstanding issues relating to each lesson for discussion. NB: Read the PD and course manuals in preparation for the next PD session. 	

Tutor PD Session for Lesson 12 in the Course Manual

Lesson titles:

- Oral Literature of a Ghanaian language (EG): Assessment and lesson review
- Oral Literature of a Ghanaian language (UP): Assessment and lesson review
- Customs and Institutions of a Ghanaian language (JHS): Preparations of customs and institution lesson (learning) plan

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student- teacher knowledge and experience upon which you may build your lesson. 1.3 Read the introductory section of each lesson your manual and discuss the Los and Lls. Some learning outcomes (LOs) and learning indicators (Lls) Example 1: Oral literature of a Ghanaian language (EG) 	20 mins

· ·		
outcomes and	LO	
indicators	demonstrate	
Overview of	knowledge and skills	
content and	in assessing oral	
identification of	literature in a	
any distinctive	Ghanaian language.	
aspects of the	(NTS 3k-p: 14);	
lesson/s,	(NTECF 4:42 & 46)	
NB The guidance for		
SL/HoD should identify	LI	
and address any areas	exhibit knowledge	
where tutors might	and skills in	
require clarification on	assessing learners in	
any aspect of the	oral literature in a	
lesson.	Ghanaian language.	
NB SL/HoD should ask		
	Example 2:	
tutors to plan for their		
teaching as they go	Oral literature of a Ghanaian language (UP)	
through the PD session		
	LO	
	. understand and interpret key features of the oral	
	literature of a Ghanaian language component of the	
	Ghanaian language curriculum and plan lessons from it.	
	(NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3:	
	32).	
	LI	
	their awareness of the existing learning outcomes of	
	learners	
	factor individual learner's diversity in planning and	
	delivering lessons	
	Example 3	
	Customs and institutions of a Ghanaian language (JHS)	
	LO	
	plan and teach all aspects of the Ghanaian language at	
	the appropriate age level and to all manner of learners	
	in the teaching and learning process. (NTS 2f: 13), (NTS	
	3a:14), (NTECF	
	2,201 (NITC 2d f. 12) (NITECE 4, 42) II also because to	
	3:20), (NTS 2d, f: 13), (NTECF 4: 43) LI plan lessons to	
	cover all aspects of the customs and institutions of the	
	Ghanaian language curriculum.	

1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	
Some distinctive scope	
Example 1: Oral literature of a Ghanaian language <i>(EG)</i> :	
Assessment and lesson review	
Example 2: Oral literature of a Ghanaian language (UP)	
 Preparation of an oral literature lesson/learning plan 	
 Example 3: Customs and institution of a Ghanaian language (JHS) Preparation of a customs, and institutions lesson (learning) plan 	
1.5 Discuss with the group some of the possible barriers that can impede the lesson delivery.	
Some Possible Barriers that may impede lesson	
Example 1 Oral literature of a Ghanaian language (EG)	
Topic: Assessment and lesson review	
• Student teacher might have not done co- teaching before.	
Example 2: Oral literature of a Ghanaian language (UP) <i>Topic: Preparation of an oral literature lesson/learning plan</i>	
• Student teachers may not have seen a lesson plan before	
Examples 3: Customs and institutions of a Ghanaian language (JHS)	

		<i>Topic: Preparation of a customs, and institutions lesson (learning) plan</i>	
		• Student teachers may not be able to tell the steps and factors to consider when preparing a lesson plan for the JHS lea rner.	
2.	Concept	2.1 in pairs identify and discuss new concepts in the	15 mins
	Development	lesson.	
	New learning		
	likely to arise in	Some new concept	
	lesson/s):		
•	Identification and	Example 1:	
	discussion of new	Oral literature of a Ghanaian language (EG):	
	learning, potential		
	barriers to learning	 Assessment and lesson 	
	for student	• review	
	teachers or		
	students, concepts	Example 2:	
	or pedagogy being	Oral literature of a Ghanaian language (UP):	
	introduced in the		
	lesson, which need	Concept of lesson plan	
	to be explored with		
	the SL/HoD	Example 3:	
		Customs and institutions of a Ghanaian language (JHS)	
	HoD should set out	Importance of language lesson plan	
-	at they need to do	importance of language lesson plan	
	introduce and		
	plain the issues/s		
-	th tutors		
3.	Planning for	3.1 Read the teaching and learning activities proposed	40 mins
	teaching, learning	for the respective lessons and subject them to a	
	and assessment	critical discussion	
	activities for the		
	lesson/s	Examples of proposed teaching and learning activities	
•	Reading and		
	discussion of the	Example 1	
	teaching and	Oral literature of a Ghanaian language (EG)	
	learning activities		
	Noting and	Topic: Assessment and lesson review	
	addressing areas		
	where tutors may	Brainstorming	
	require clarification	Discussion	
	Noting		
	opportunities for	Example 2:	
	making links to the	Oral literature of a Ghanaian language (UP)	
L			I

Basic School	Topic: Factors to consider when designing an oral
Curriculum	literature plan.
Noting	
opportunities for	Brainstorming
integrating: GESI	Practical activity
responsiveness and	Class discussion
ICT and 21 st C skills	
 Reading, discussion, 	Example 3:
and identification of	Customs and institutions of a Ghanaian language (JHS)
continuous	
assessment	Topic: Factors to consider when designing a lesson plan
opportunities in the	
lesson. Each lesson	Class discussion
should include at	Brainstorming
least two	Questions and answer
opportunities to use	
continuous	3.2 Ask the whole group for clarification on approaches
assessment to	to the concepts in a lesson.
support student	
teacher learning	3.3 Visit a partner school and observe teaching and
Resources:	learning practices. (STS)
 links to the 	
existing PD	3.4 Consider the ICT tools suggested in the manual,
Themes, for	particularly those available in your institution and
example, action	indicate how you will deploy them.
research,	
questioning and	How ICT can be used in a lesson.
to other	
external	Examples 1:
reference	Oral literature of a Ghanaian language (EG)
material:	
literature, on	Topic: Assessment and lesson review
web, Utube,	
physical	Make PowerPoint presentation on assessment
resources,	and lesson review and project it.
power point;	
how they should	Example 2:
be used.	Oral literature of a Ghanaian language (UP)
Consideration	
needs to be	Topic: Component of an oral literature lesson plan
given to local	 Show a video from YouTube on oral literature
availability	Make PowerPoint presentation on components
 guidance on any 	of oral literature.
power point	
presentations,	Example 3:
TLM or other	Customs and institution of a Ghanaian language (JHS)
resources which	

a sector bec	Tania Fratava ta annoidan chan daoinnise a lasar da
need to be developed to	Topic: Factors to consider when designing a lesson plan
support learningTutors should be	 Show a video from YouTube on designing a lesson plan
expected to have a	Make PowerPoint presentation on things to
plan for the next lesson for student	consider in preparing a lesson plan
teachers	3.5 Suggest various ways in which the lesson can be GESI responsive
	How to make the lesson GESI responsive
	Example 1:
	Oral literature of a Ghanaian language (EG):
	Topic: Assessment and lesson review
	Pay attention to individual students.
	Form mixed groups for group activities.
	Example 2
	Oral literature of a Ghanaian language (UP): Topic: Concept of lesson plan
	Assign leadership roles for both males and females.
	 Avoid using abusive words Form mixed groups for group activities.
	· · · · · · · · · · · · · · · · · · ·
	Example 3: Customs and institution of a Ghanaian language (JHS)
	Customs and institution of a Ghanalan language (JHS)
	Topic: Definition of language lesson plan
	Form mixed groups for group activities.
	Pay attention to individual differences
	3.6 In mixed pairs (male-female, able-disable),
	deliberate on how the contents and the delivery of
	your lessons will develop the core competences and share it with the larger group.
	How to develop the 21 st century skills
	Examples 1
	Oral literature for a Ghanaian language (EG)

Topic: Assessment and lesson review	
Questions and answers (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	
Example 2 Oral literature of a Ghanaian language (UP)	
Topic: Component of an oral literature lesson plan	
Class discussions: (communication, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	
Example 3 Customs and institutions of a Ghanaian language (JHS)	
Topic: Factors to consider when designing a lesson plan	
Brainstorming and discussions. (Communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	
3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (<i>Refer tutors to section 1.7 of Session One</i> (1) for examples of subject projects and subject portfolios)	
3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	
Some resources available Audio -visual Laptop Phones projectors 	
3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	

		 How the available resources can be used prepare PowerPoint and project it. Use the phones to select appropriate videos on YouTube 	
4. •	Evaluation and review of session: Tutors should	4.1 State how the PD sessions have influenced your teaching by way of evaluation of the sessions	15 mins
	Identifying critical friends to observe lessons and report	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
•	at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	NB: Read the Year 4 Semester 2 PD and course manuals in preparation for the next PD session	

Appendix 1

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

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

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

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

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
COMPONENT	1 per course per semester, individual or collaborative student teacher work.	1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	The Subject project is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	Introduction: a clear statement of aim and purpose Methodology: what the student teacher has done and why to achieve the aim and purpose of the project Substantive or main section: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt	3 items of work produced during the semester selected by student teachers with tutor support during the semester as best examples of their progress and 200-word reflection on the items* Or 2 items of work and A mid semester assessment: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	Overall weighting of project = 30% Weighting of individual parts of project out of 100 • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30	Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%. OR ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b)Mid semester assessment 30% ii(c)Presentation and organisation of portfolio 10%
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 st C skills in teaching and learning	

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