# 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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**T-TEL**
Transforming Teaching, Education & Learning

# *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.

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**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.<br><br>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. *Early Grade, Upper Primary and JHS.*<br><br>1.3 Form groups according to your specialism and discuss the main elements of the course description of your manual. *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. (refer to course description in your course manual for details)* | **20 mins** |

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| | 1.4 Answer probing questions to identify the two main continuous assessment components of the course. Example,<br>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. (*refer to assessment section of the course manual for details*). Ask question for further clarifications.<br><br>1.5 Identify at least four things you learnt from the previous PD session.<br>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.*<br><br>1.6 In groups of specialisms, discuss the introductory part of the lesson (Lesson 1 - (*The concept and importance 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,<br>- Barriers – (large class size and lack of knowledge on the definition and importance of literacy across the curriculum).).<br>- Core and transferable skills (*communication, critical thinking, collaboration, observation and enquiry skills, digital literacy and inclusivity*)<br>- Lesson delivery mode (face to face, individualised learning, seminar, etc)<br>- 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)<br>- LIs (Define with examples the concept of literacy across the curriculum and Identify the importance of cross-curricula literacy in academic success)<br><br>1.7 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. | |

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| **1b Introduction to the Session** | Outcome of discussion<br>*Content: The concept and importance of Literacy Across the curriculum (definition of literacy across the curriculum and importance of literacy across the curriculum)*<br>Distinctive feature<br>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<br>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.<br>Ask questions on issues that need more clarification.<br>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.<br><br>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.<br><br>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.<br>Subtopics include *Definition, types, scope of literacy across the curriculum and the importance*. The lesson is linked to the previous lesson children's literature because literacy across the curriculum ensures language acquisition and academic success).<br>acquisition*).*<br><br>2.2 Form groups based on your specialism and discuss the challenges you might encounter when presenting some specific subtopics of the lesson.<br><br>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. | **15 mins** |

| | 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.* | |
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| **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) <br><br> 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 (*inclusivity, critical thinking, communication, etc.*) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula. *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.* <br><br> 3.3 Brainstorm and discuss as a class and identify the continuous assessments used for the lesson. <br> - 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. <br><br> - Continuous assessment 2 –A 10-minute group oral poster presentation on definition and importance of literacy across the curriculum <br> Discuss the challenges you may anticipate using these assessment strategies. <br><br> 3.4 Use pair work to discuss <br> - 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. | **40 mins** |

| | - 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.<br>- the additional reading materials (*Content-Area Writing: Every Teacher's Guide*) needed and how you will use them to promote learning among all manner of learners.<br><br>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.<br><br>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.<br>*Note key points in the PD Session to use in your teaching of the lesson in your class.* | |
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| **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.<br><br>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.<br><br>4.3 Listen to overview on the topic for the next PD Session (the principles of literacy across the curriculum) and do advance reading. | **15 mins** |

# Tutor PD Session for Lesson 2 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on 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 *Definition and importance of literacy across the curriculum E.g. enhances effective communication skills in disciplines.*<br><br>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>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 delivery modes and learning outcomes and indicators. Example,<br>*- Barriers – (Student teachers may not know the definition and importance of literacy across the curriculum and large class size)*<br><br>*- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, inclusivity (including gender, etc)*<br><br>*- Lesson delivery mode (face to face, individualised learning, seminar, e-learning,)* | **20 mins** |

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| | *- 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)*<br><br>*- LIs*<br>*- Identify the principles and practice of literacy across the curriculum*<br>*- Identify subject specific literacy in the EG, UP and JHS curriculum at word, sentence and text levels.*<br>*Write down key notes as the PD Session progresses to help you teach the lesson effectively in your class.*<br><br>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>*- Content: the principles and practice of literacy across the curriculum*<br>*and subject specific literacy in the curriculum at word, sentence and text levels at EG, UP and JHS levels.*<br><br>1.5 Distinctive feature<br><br>E.g.<br>*- 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 may differ from level to level and discipline to discipline. E.g. word nature, sentence type and text type may be more intense at the JHS level than in the lower level.*<br><br>Ask questions on issues that need more clarification.<br> 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.<br><br>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** |

| | 2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson. | |
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| | 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' language background* | |
| | 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)* | **40 mins** |
| | 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 assessments used for the lesson. - Continuous assessment 1 - Do group poster presentation on the principles of literacy across the curriculum and subject specific examples. | |

| | - Continuous assessment 2 - Let students write a page reflective journal on principles teachers observe in practicing literacy across the curriculum.<br><br>*Discuss the challenges you may anticipate using these assessment strategies.*<br><br>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<br><br>- 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.<br><br>- 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.<br><br>Discuss challenges likely to be encountered in using the resources, *e.g. students' inability to read and understand the textbook.*<br><br>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. | |
| **4. Evaluation and review of session** | 4.1 Make a semantic map to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.<br><br>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.<br><br>4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

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

**Name of Subject/Course:**
Literacy Across the Curriculum

# Tutor PD Session for Lesson 3 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on 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 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.*<br>Discussion outcome<br>- *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.*<br><br>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>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,<br>- *Barriers – large class size and student teachers may not know that there are misconceptions about literacy across the curriculum.* | **20 mins** |

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| | *- Core and transferable skills -communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender)*<br>*- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br>*- LO*<br>*- 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)*<br>*- LIs (Identify misconceptions of literacy across the curriculum and how to address the misconceptions)*<br>*(refer to lesson of course manual)*<br>*Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.*<br><br>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>*- - Content: The lesson deals with the misconceptions of literacy across the curriculum and how to deal with the misconceptions.*<br><br>1.5 Distinctive features<br>Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.<br><br>Ask questions on issues that need more clarification.<br> 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.<br>Question: *What are the main items and subtopics in the content of the lesson?*<br>Expected answer:<br>*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.*<br><br>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.* | |
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| | 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 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 | |

| | learners. *E.g. use smartphone to search for information on the topic and share with colleagues.* | |
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| | - 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. (*refer to manual for details*) | |
| | *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: | Name of Subject/Course: |
|---|---|
| Early Grade (EG), Upper Primary (UP) and JHS | Literacy Across the Curriculum |

# Tutor PD Session for Lesson 4 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 Contribute to discussion by answering questions to recap the main ideas deliberated on *misconception of literacy across the curriculum and addressing the misconceptions. (E.g. What are the misconceptions of literacy across the curriculum?)*<br>Answer:<br>*- Literacy across the curriculum means integration of disciplines.*<br><br>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 4)<br>*- (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,<br>*- Barriers – (Student teachers may not be aware of the various ways of applying literacy across the curriculum, large class size).* | **20 mins** |

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| | - Core and transferable skills *(communication, critical thinking, inclusivity – including gender - observation and enquiry skills, digital literacy)*<br>- Lesson delivery mode *(face to face, individualised learning, seminar, e-learning, etc)*<br>- 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.*<br>- *LIs*<br>- *Identify ways of applying literacy across the curriculum in EG, UP and JHS*<br>- *Identify approaches to cross- curricular literacy. (refer to lesson manual for details)*<br><br>*Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.*<br><br>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>- *Content: The lesson deals with the ways of applying curriculum across the curriculum and approaches to literacy across the curriculum at the EG, UP and JHS levels. (refer to course manual)*<br><br>1.5 Distinctive features<br>Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.<br>E.g. *The ways of applying curriculum across the curriculum and approaches to literacy across the curriculum the various levels will have some differences.*<br><br>Ask questions on issues that need more clarification.<br> 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.<br>Question: *What are the main items in the content of the lesson?*<br><br>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.* | **15 mins** |

| | 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.*<br><br>2.3 Discuss in specialism group the challenges you might face teaching the subtopics in the lesson.<br><br>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*<br><br>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, school visit and seminar* | |
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| **3. Planning for teaching, learning and assessment activities for the lesson/s** | 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)*<br><br>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.<br>*For example, using debate will ensure critical thinking collaboration, digital literacy, and communication skills.*<br><br>3.3 Discuss as a class and identify the continuous assessments used for the lesson.<br>- 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.<br>- Continuous assessment 2 - Write a 200 words reflective journal on the approaches teachers use in applying cross-curricula literacy for the subject portfolio). | **40 mins** |

| | 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<br><br>- 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.<br>- 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.<br><br>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.<br><br>3.5 Model a selected activity (e.g. *debate*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. | |
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| **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.<br><br>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.<br><br>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). | **15 mins** |

# Tutor PD Session for Lesson 5 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on 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**<br>• 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?)*<br><br>Expected Answer:<br>- *Make strong links between school and home, etc.*<br><br>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>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,<br>- *Barriers – (large class size and student teachers may not know the challenges of applying Language Across* | **20 mins** |

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| | the Curriculum and how to deal with the challenges for EG, UP and JHS).<br>- *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, inclusivity)*<br>- *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br>- *LO - Demonstrate knowledge and understanding of ways to apply literacy across the curriculum (NTS 2b, NTECF bullet 7 (p. 25))*<br>- *LI*<br>- *Discuss the challenges of implementing literacy across the curriculum*<br>- *Examine ways the challenges to implementing literacy across the curriculum can be addressed.*<br><br>*Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>- *Content: The lesson deals with the various challenges of applying Language Across Curriculum in EG, UP and JHS.*<br><br>1.5 Distinctive features<br>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.*<br><br>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.<br>Question: *What are the main items and subtopics in the content of the lesson?* | **15 mins** |

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| | Expected answer: *Challenges of teaching/applying literacy across the curriculum and addressing the challenges*<br><br>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.<br><br>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*<br><br>2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example:<br>*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.<br><br>Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)*<br><br>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.<br>*For example, using group work will ensure critical thinking, leadership skills, inclusivity (groups can be led by females), digital literacy, and communication skills.*<br><br>3.3 Discuss as a class and identify the continuous assessments used for the lesson.<br>- 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. | **40 mins** |

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| | - 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)..<br><br>3.4 Contribute to discussion by answering and asking questions on<br>- 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<br><br>- 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.<br><br>- 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.<br><br>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.<br><br>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. | |
| 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.<br><br>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.<br><br>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. | **15 mins** |

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

**Name of Subject/Course:** Literacy Across the Curriculum

## Tutor PD Session for Lesson 6 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session. | Time in session |
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| 1. **Introduction to the session** | 1.1 Do individual semantic mapping to recap the main ideas in the previous PD Session on *Challenges of applying Language Across the Curriculum (LAC) and dealing with the attendant challenges* and share with your specialism group.<br><br>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - *(Listening and speaking 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,<br>*- 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** |

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| | *- Core and transferable skills (critical thinking, observation and enquiry skills, inclusivity digital literacy)*<br>*- Lesson delivery mode (face to face, individualised learning, seminar, e-learning)*<br><br>*- 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))*<br>*- 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)*<br>*Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>*- 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.*<br><br>1.5 Distinctive features<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.<br>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.*<br><br>Ask questions on issues that need more clarification.<br> 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 to be covered in lesson 6, and clarify issues that may arise from the discussion.<br>Question: *What are the main items and subtopics in the content of the lesson?*<br>Expected answer: - - *Main content of the lesson: Listening and speaking and Literacy across the curriculum.* | **15 mins** |

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| | *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.<br><br>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.<br><br>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. *The challenge of integrating listening and speaking in literacy across the curriculum, getting information on the topic.*<br><br>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example:<br>*brainstorming, class discussion, demonstration 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.<br>Contribute to address issue identifies. *(refer to the teaching and learning activities section of the course manual)*<br><br>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 STS and share with colleagues.<br>*For example, using brainstorm and demonstration will ensure critical thinking, digital literacy, and communication, inclusivity – including gender and leadership skills.*<br><br>3.3 Discuss as a class and identify the continuous assessments used for the lesson. | **40 mins** | |

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| | - 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 <br> - 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. 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. *Demonstration* 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 *Reading and Literacy 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 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 |
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| **1. Introduction to the session** | 1.1 In group discussion, recap the main ideas in the 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)*<br><br>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 7 - | **20 mins** |

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| *(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,<br><br>- *Barriers – (large class size and student teachers may not be aware of early grade children's literature materials preparation).*<br><br>- *Core and transferable skills (critical thinking, communication, observation and enquiry skills, inclusivity, digital literacy)*<br><br>- *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br><br>- *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))*<br><br>- *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.*<br>*Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>- *Content: The lesson deals Reading and Literacy Across the Curriculum for EG, UP and JHS learners.*<br><br>1.5 Distinctive features<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.<br>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.<br> e.g. *What can be done to achieve the indicators in the lesson?* | |
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| **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.<br>Question: *What are the main items in the content and subtopics of the lesson?*<br>Expected answer: - - *Main content and subtopics of the lesson:*<br>- *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.<br><br>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.<br><br>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*<br><br>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example:<br>*Discussion, presentation, brainstorming and school visit.* | **15 mins** |
| **3. Planning for teaching, learning and assessment activities for the lesson/s** | | 3.1 Watch video on *teaching reading across the curriculum* 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. *(refer to the teaching and learning activities section of the course manual)*<br><br>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 | **40 mins** |

| | (B.ED) and Basic School Curricula and share with colleagues.<br>*For example, using presentation will ensure critical thinking, inclusivity digital literacy and communication and leadership skills.*<br><br>3.3 Discuss as a class and identify the continuous assessments used for the lesson.<br><br>- Continuous assessment 1- Do a mini study on strategies/activities teachers use to integrate reading across the curriculum (5 pages).<br><br>- 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.<br><br>3.4 Contribute to discussion by answering and asking questions on<br>- 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<br>- the required text (*Active literacy across the curriculum: Strategies for reading, writing, speaking and listening*)<br>and how it will be used in the lesson to promote learning.<br><br>- 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.<br>Discuss challenges likely to be encountered in using the resources, e.g. *lack of internet access to use in getting information on the topic*.<br><br>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. | |
| **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.<br><br>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.<br><br>4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

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

**Name of Subject/Course:**
Literacy across the curriculum

## Tutor PD Session for Lesson 8 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on 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.*<br>E.g. *teacher should play a key role and consider the diverse needs and skills of the students.*<br><br>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>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,<br>- *Barriers – large class size and • Student teachers may not be aware of how writing can be used to improve literacy across the curriculum*<br><br>- *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)* | **20 mins** |

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| | *- 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.<br>*Outcome of discussion*<br>*- 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<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.<br>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.<br> 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.<br>Question: *What are the main items in the content and subtopics of the lesson?*<br>Expected answer:<br>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* | **15 mins** |

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| | *challenges to teaching writing across the curriculum and how to address the challenges*<br><br>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.<br><br>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. *Teachers' inadequate knowledge of the topic and subtopics in question and how to get information.*<br><br>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.<br><br>Contribute to discussion to address issues identified.<br>*(refer to the teaching and learning activities section of the course manual)*<br><br>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.<br>*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.*<br>*During school visits let student-teachers take note of the challenges teachers encounter in applying writing across the disciplines.*<br><br>3.3 Discuss as a class and identify the continuous assessments used for the lesson. | **40 mins** |

| | - 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.* | |
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| | - 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<br>- 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. | **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

**Name of Subject/Course:**
Literacy Across the Curriculum

# Tutor PD Session for Lesson 9 in the Course Manual

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

| | - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br>- *LO (Demonstrate knowledge and understanding of how to use appropriate language register in their subject specific areas (NTS 2b))*<br><br>- *Lis*<br>- *Use appropriate language register for their disciplines related activities*<br>- *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)*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>- *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.*<br><br>1.5 Distinctive features<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g.<br>- *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).*<br><br>Ask questions on issues that need more clarification.<br> e.g. *What ways can teachers employ to make students develop and use appropriate register in their writings?* | |
| **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.<br>Question: *What is the main item and subtopics in the content of the lesson?*<br>Expected answer: -<br>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, ways to develop appropriate language register in a particular subject area and importance of using appropriate language register in writing or in speech.* <br> This topic is linked to reading and writing across the curriculum. <br><br> 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. <br><br> 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. *Teachers' inadequate knowledge on how to teach the development and use the appropriate language register across discipline to the EG, UP and JHS learner.* <br><br> 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* | |
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| **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. <br><br> Contribute to discussion to address issues identified. *(refer to the teaching and learning activities section of the course manual)* <br><br> 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. | **40 mins** |

| | *For example, using brainstorming will ensure critical thinking, leadership skills, creativity, digital literacy, and communication and inclusivity.*<br><br>3.3 Discuss as a class and identify the continuous assessments used for the lesson.<br>- 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.  In academic work at the early grade level<br>- 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.<br><br>3.4 Contribute to discussion and deliberate on<br>- 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<br><br>- the required text (*Building academic language (2nd ed)).* and how it will be used in the lesson to promote learning.<br><br>- the additional reading materials *(50 Instructional routines to develop content literacy: Teaching Strategies Series))* needed and how you will use them to promote learning among all manner of learners.<br><br>Discuss challenges likely to be encountered in using the resources, e.g. *difficulty in getting information on the topic.*<br><br>3.5 Model a selected activity (e.g. *debate)* 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.<br><br>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.<br><br>4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

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

**Name of Subject/Course:**
Literacy Across the Curriculum

## Tutor PD Session for Lesson 10 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on 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*.* <br><br> 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. <br><br> 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, <br> *- 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.* <br><br> *- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* | 20 mins |

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| | *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br>*- 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)*<br><br>*- LIs*<br>*- Examine the key features of the EG, UP and JHS curriculum.*<br>*- find out how literacy is integrated into the various disciplines of the early grade curriculum. (refer to LI section of the manual)*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>*- Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels.*<br><br>1.5 Distinctive features<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.<br>*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.*<br><br>Ask questions on issues that need more clarification.<br> e.g. *What can be done to help tutors to teach appropriate use of register in the curriculum?* | |
| **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 10, and clarify issues that may arise from the discussion.<br>Question: *What is the main item in the content and subtopic of the lesson?*<br>Expected answer: -<br>The main content of the lesson is *interpreting the Basic school curriculum and literacy, while the subtopics are features of the early grade curriculum,* | **15 mins** |

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| | *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.*<br><br>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.<br><br>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*<br>\<br>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.<br>Examples:<br>*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.<br><br>Collaborate with colleagues to address issues identified.<br>*(refer to the teaching and learning activities section of the course manual)*<br><br>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.<br>*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.<br>- Continuous assessment 1 - *Write a reflective journal on the deficiencies of the EG, UP and JHS curriculum in relation to literacy in various disciplines.*<br>- Continuous assessment 2 - *A 10 item multiple choice quiz on the lesson Basic school curriculum and Literacy.*<br><br>3.4 Contribute to discussion to review<br>- 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<br><br>- 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.<br><br>- the additional reading materials *(Building academic language (2nd ed)* needed and how you will use them to promote learning among all manner of learners.<br><br>Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic*.<br><br>3.5 Model a selected activity (e.g. *group 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.<br><br>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.<br><br>4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

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

**Name of Subject/Course:**
Literacy Across the Curriculum

## 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 *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* and share with colleagues.<br><br>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 11 - (*Designing an integrated literacy lesson plan)* or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example,<br>*- Barriers – large class size and student teachers may not know how to design an integrated literacy lesson plan for EG, UP and JHS.*<br><br>*- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* | **20 mins** |

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| | *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br>*- 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))*<br><br>*- LI (Design a lesson plan to indicate how literacy cuts across the EG, UP and JHS curriculum and teach with it bearing in mind learners with diverse needs.) (refer to manual for details).*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>*- Content: The lesson deals with Designing an integrated literacy lesson plan for EG, UP and JHS levels.*<br><br>1.5 Distinctive features<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.<br>E.g. *- The integrated literacy across the curriculum lesson plan for the various levels (EG, UP and JHS) will differ in topic scope and pedagogy). i.e. the teaching strategy (games) will be a suitable strategy for EG level as oppose to brainstorming for UP and JHS.*<br><br>Ask questions on issues that need more clarification.<br>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 Contribute to class discussion to come out with the main content to be covered in lesson 11, and clarify issues that may arise from the discussion.<br>Question: *What is the main item and subtopics in the content of the lesson?*<br>*Expected answer:* Main content of the lesson *is designing an integrated literacy across the curriculum lesson plan for EG, UP and JHS.* The subtopics to be covered in the lesson are *features of an integrated literacy across the curriculum lesson plan and designing an integrated literacy across the curriculum lesson plan*<br>This content is linked to the *developing language register across the curriculum and its importance.* | **15 mins** |

| | | 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. | |
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| | | 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. *E.g. individual work, pair work, think-pair-share* and school visit.<br><br>Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)*<br><br>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)*<br><br>3.3 Brainstorm as a class and identify the continuous assessments used for the lesson.<br>- 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** |

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| | - Continuous assessment 2 - An individual assignment of a page and a half on challenges teachers face in designing an integrated literacy across the curriculum lesson plan and how to address the challenges.<br><br>3.4 Contribute to discussion to review<br>- 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<br><br>- 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.<br><br>- 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.<br><br>Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic*.<br><br>3.5 Model a selected activity (e.g. *individualised 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.<br><br>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.<br><br>4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

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

**Name of Subject/Course:**
Literacy Across the Curriculum

## Tutor PD Session for Lesson 12 in the Course Manual

| Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s. | Guidance Notes on 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 *Designing an integrated 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.<br><br>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.<br><br>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 12 - (*Teaching 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 outcomes and indicators. Example,<br>*- Barriers – large class size and student teachers may have difficulty in teaching integrated literacy lesson across the curriculum for EG, UP and JHS.*<br>*- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* | **20 mins** |

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| | *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*<br>*- 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)*<br><br>*- 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).*<br><br>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.<br>*Outcome of discussion*<br>*- Content: Teaching integrated lesson on Literacy across the curriculum and review of manual for EG, UP and JHS levels.*<br><br>1.5 Distinctive features<br>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.<br>E.g. *- The teaching strategies, lesson presentation and content of each specialism might be different for the various levels (EG, UP and JHS).*<br><br>Ask questions on issues that need more clarification.<br> 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.<br>Question: *What is the main item in the content and the subtopics of the lesson?*<br><br>Expected answer: -<br>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.*<br>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.<br><br>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. *Student teachers' inadequate knowledge on how to co-teach an integrated literacy across the curriculum for EG, UP and JHS with colleagues.*<br><br>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: *Pair discussion, reflection, question and answer 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.<br><br>Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)*<br><br>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.*<br><br>3.3 Brainstorm as a class and identify the continuous assessments used for the lesson.<br>- Continuous assessment 1 - Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio.<br><br>3.4 Contribute to discussion to review<br>- 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 | **40 mins** |

| | - 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.<br><br>- 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.<br><br>Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic.*<br><br>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.<br><br>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.<br><br>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** <br> • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components <br> • 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 **s**essions 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,** i**ntegrating 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<br>1 per course per semester, individual or collaborative student teacher work. | SUBJECT PORTFOLIO<br>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<br>**Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project<br>**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.<br>**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*<br>**Or 2 items of work and**<br>**A mid semester assessment**: case study, reflective note, quiz.<br>* 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%**<br>**Weighting of individual parts of project out of 100**<br><ul><li>**Introduction – 10**</li><li>**Methodology – 20**</li><li>**Substantive section – 40**</li><li>**Conclusion – 30**</li></ul> | **Overall weighting of project = 30%**<br>**Weighting of individual parts of portfolio out of 100**<br><ul><li>**Each of the items selected by the student teacher 30 %**</li><li>**Mid semester assessment 30% - if applicable**</li><li>**Presentation and organisation of portfolio 10%**</li><li>**Mid semester assessment 20%**</li></ul> |
| **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 ||

# 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**<br><br>- Introduction to the purpose of the specialisms: EG, UP and JHS | 1a)<br>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? | |

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

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| | 1.4 Write one expectation you have for the PD session on a post-it-note and paste it on the flip chart.<br><br>*Examples:*<br>*To consolidate student-teachers' knowledge of the speech sounds and sound system of English so that they can articulate very high standards of usage.*<br><br>*To develop appropriate English language classroom management skills including decision-making and problem-solving.*<br><br>1.5 Listen to each expectation and share how you understand the concept to be treated in the lesson with the class.<br><br>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.<br><br>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.<br><br>*Examples:*<br>*Phonetics and Phonology*:<br>*(CLO): Demonstrate knowledge of how English speech sounds are produced. NTS 2c:13*<br><br>*Classroom Oorganisation, Management and Assessment:*<br>*(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)*<br><br>1.8 Find a partner (an opposite sex (if possible) and discuss the assessment components (subject project and subject portfolio) of the PD manuals.<br><br>*NOTE:*<br>*Subject Project:*<br><br>*Overall weighting of project = 30%* | |

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| | *Weighting of individual parts of the subject project out of 100*<br><br>• *Introduction*     *– 10*<br>• *Methodology*     *– 20*<br>• *Substantive section – 40*<br>• *Conclusion*     *– 30*<br><br>*Subject Portfolio:*<br><br>*Overall weighting of project = 30%*<br><br>*Weighting of individual parts of portfolio out of 100*<br><br>*i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).*<br><br>*i(b) Presentation and organisation of portfolio 10%.*<br><br>     *OR*<br><br>*ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).*<br><br>*ii(b) Mid semester assessment 30%*<br><br>*ii(c) Presentation and organisation of portfolio 10%*<br><br>*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).*<br><br>1.9 Compare the current procedure of assessment with the previous one. Identify what has changed.<br><br>1.10 Discuss the 'what and how' of the subject projects and subject portfolio and the challenges and benefits to your and your students.<br>*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.*<br><br>*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. | |
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| | *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(b) Introduction to the session** | **1b)** | |
| | 1.11 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. | |
| • Review prior learning | | |
| • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators | 1.12 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 as well as support student teachers to teach the basic school curriculum successfully.* | |
| • Overview of content and identification of any distinctive 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 students will be prepared to employ these strategies during the basic school classroom work in STS work in year 4 semester 1. | |
| NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. | | |
| NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | 1.14 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. NTS 2c:13* | |
| | *(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* | |

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| | *effectiveness of access, use, maintenance, and storage of such resources (NTS 1c:12, NTS 2e, 2f:13).*<br><br>*(LI): Explain the concept of planning classroom organisation and management.*<br><br>*(Refer to the learning outcomes and indicators sections of the lessons).*<br><br>1.15 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson<br><br>*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.*<br><br>*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.<br><br>1.16 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*It is likely that students- teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms.*<br><br>*This can be avoided when they have an in-depth knowledge in foundations of classroom organisation and management.*<br><br>*Phonetics and Phonology:*<br>*Student teachers may have challenges in reconciling the differences in sound repertoire in their pronunciation of English words correctly.*<br><br>*This can be avoided when the you have an in-depth knowledge in English phonetics and phonology* | |

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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br>*Examples:*<br>*Phonetics and Phonlogy:*<br>*Understanding of the concepts of supra-glottal organs.*<br><br>*Examples of supra-glottal organs are the larynx and epiglottis.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Explanation of the concept of classroom management and organisation.*<br><br>*In the classroom arrangment and management, consideration should be given to sequencing of activities, seating arrangement, appropriate pacing of lesson delivery, allowing thinking tine, etc.*<br><br>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.*<br>*Examples:*<br>*Phonetics and Phonology:*<br>*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.*<br>*Student-teachers' Previous knowledge assumed in Classroom organization and Management might be that:*<br>*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.*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student-teachers' background knowledge in first languages might not help them sometimes to reconcile* | **15 mins** |

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| | *the differences in sound repertoire in their pronunciation of English words correctly.*<br><br>*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.*<br><br>*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.*<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning*<br><br>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**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum | 3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.<br>*Examples:*<br>*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*<br>*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.*<br><br>*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.*<br><br>*NOTE: some useful Education Technology Resources for* | |

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| • Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br><br>• 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<br><br>• Resources:<br>   o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability<br>   o guidance on any power point presentations, TLM or other | *teaching and learning include:*<br>*Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*<br><br>3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21$^{st}$ century skills.<br>*Examples of 21$^{st}$ century skills:*<br>*Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.*<br>*Examples of GESI responses:*<br>*Making reasonable adjustmentsfor physically challenged learners.*<br>*Both male and female learners playing leading roles in a group task*<br><br>*(Refer to the teaching and learning activities sections of the course manuals)*<br><br>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.<br><br>3.4 Model a selected activity in a teaching situation.<br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of types of classrooms orgnaisation and management, sequencing of activities in the classroom.*<br><br>*Phonetics and Phonology:*<br>*Modeling the teaching of supra-glottal organs.*<br><br>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.<br><br>3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned | |

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| resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student 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.<br>*Phonetics and Phonology of English:*<br>*A project work on the relationship between supra-glottal and subglottal organs.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*A project work on how student teachers perceive classroom orgainsation, management and assessement to be as against established principles of classroom organisation and managment.*<br>*Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.*<br><br>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.<br><br>*Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot*<br><br>N/B:<br>*Digital Assessment Tools for Teachers*<br>    1. *Socrative - quizzes and questions with real-time grading.*<br>    2. *Google Forms - easy to use.*<br>    3. *Mentimeter - pre-built education templates.*<br>    4. *Poll Everywhere - used by 300,000 teachers.*<br>    5. *Kahoot - game-based assessment tool.*<br>    i.  *e. (Assessment of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate*<br><br>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 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. | |
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| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>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 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• 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.<br><br>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. | |

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| • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | 1.2.1 Identify and discuss some outstanding issues and lessons learnt from the class observation reports with your elbow partner.<br><br>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.<br><br>1.4 Ask tutors to read and discuss the introductory 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'*<br>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.)*<br><br>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. *English Language Classroom Organisation, Management and Assessment: [Classroom organisation and management as discipline]*<br>*Phonetics and Phonology: [*Production of Speech Sounds]<br><br>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.<br><br>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.<br><br>1.6 Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson<br> E.g.<br>*What is the difference between phonation and articulation? What is the role of a teacher in managing the language classroom?* | |
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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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 2, and their distinct parts<br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment: Classroom organisation and management as discipline*<br>*[The role of the language classroom teacher]*<br>*Phonetics and Phonology: Production of Speech Sounds [What are speech sounds]*<br><br>2.1.1 Identify familiar and unfamiliar concepts in the lessons as well as issues that need clarification for discussion with the whole group.<br>*For example, in*<br>*Phonetics and Phonology, 'phonation' might need clarification while 'classroom organization' might need clarification in English Language Classroom Organisation, Management and Assessment:*<br><br>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.<br><br>*Examples:*<br>*Phonetics and Phonology:*<br>*Topic: Production of Speech Sounds A sub-topic: 'Articulation Phase'*<br>*Prior knowledge of students: Student teachers have already been introduced to the overview of the various organs of Speech.*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Topic: Classroom organisation and management as discipline* | **15 mins** |

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| | *A sub-topic: 'The role of the language classroom teacher*<br><br>*Prior knowledge of students: Student teachers have already been introduced to the concept of classroom organization and management*<br><br>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<br>*Examples:*<br>*In Phonetics and Phonology,*<br>*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.*<br>*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.*<br><br>2.4 Discuss possible ways of dealing with the challenges.<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning* | |
| 3. **Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification | 3.1 Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 2 to the various age levels.<br>Examples of suggested teaching and learning activities for the delivery of lesson include:<br> i. *Classroom Organisation, Management and Assessment: Tutor tasking student teachers in their mixed ability groups to go online (YouTube) using the available gadgets to search for some of the importance of English language teacher as a role model of discipline.*<br>ii. *Phonetics and Phonology* | |

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| • Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21ˢᵗ C skills<br>• 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<br>• Resources:<br>    ○ 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 | *Tutor tasking student teachers to go online (YouTube) using the available gadgets to practice the various sounds on the IPA Chart.*<br><br>3.1.1 In your course groups, identify areas of the activities that need clarification.<br><br>3.2 Discuss the appropriateness of the activities and strategies for the delivery of lesson 2 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 m*aking reasonable adjustments to ensure learners with disabilities to access learning, giving both male and female learners the opportunity to play leading roles in a group task*, using non-sexist language, etc.) in the classroom.<br>*(Refer tutors to the teaching and learning activities sections of the course manuals)*<br><br>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 2.<br>*Example: i. The role of the language classroom teacher, the LO 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 the LI is: Students will be able to determine how the classroom organization may lead to efficiency and effectiveness.*<br>*One activity is: Tutor tasks student teachers in their mixed ability groups to go online (YouTube) using the available gadgets to search for some of the importance of English language teacher as a role model of discipline.*<br>*ii. In teaching 'Articulation Phase, the LO is: Demonstrate knowledge of how English speech sounds are produced. (NTS 2c:13) and the*<br>*LI is: Describe the process of Producing English sounds*<br>*One activity: Tutor tasks student teachers to identify the correct articulation of the various English speech sounds* | |

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| ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br><br>• Tutors should be expected to have a plan for the next lesson for student teachers | *as they observe teachers and learners in partner schools during STS.*<br><br>Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.<br>*Examples:*<br>*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*<br>*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.*<br><br>*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.*<br><br>*NOTE: some useful Education Technology Resources for teaching and learning include:*<br><br>3.4 Model a selected activity in a teaching situation.<br><br>*Examples:*<br>*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.<br>.<br>*Phonetics and Phonology:Teaching* of International Phonetic Alphabet: Initiation Phase can be modelled.<br><br>3.5 Discuss, in your course groups, how GESI issues related to the teaching and learning activities of the lesson would be addressed.<br>E g*. 1. Equal representation of males and females and mix ability grouping as appropriate.*<br>*2.Assign leadership roles to females as well as males.*<br><br>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. | |

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| | E.g. (1) The use of ICT to prepare and present lessons.<br>    2. Development of collaborative and communicative skills through group works and presentations.<br><br>3.7 Read the assessment activities in the various manuals and identify areas that require clarification<br><br>3.8 Discuss areas that student teachers could research into for group presentation and class exercises.<br><br>Example of areas could include:<br><br>*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.*<br>*This assessment may be graded and recorded as part of the subject portfolio.*<br>*1individual class assignment on organizational strategies.*<br><br>3.9 Remind student teachers to begin working on their subject project. | |
| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.1.1 Identify outstanding issues relating to the lesson/s for clarification.<br><br>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.<br><br>Read lesson 3 to prepare for next week's PD session. | **15 mins** |

| Age Levels/s: | Name of Subject/s: |
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| Upper Primary | English |
| Junior High School | ● 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned | 1.1 Give an icebreaker to begin the session.<br><br>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.<br><br>1.3 Pick one post-it card and read what is on it to the whole group.<br><br>1.4 Give report on the lesson observations to the group. | |

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| • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | 1.4.1 Identify and discuss some outstanding issues and lessons learnt from the reports with your elbow partner.<br><br>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:<br>*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 classroom procedures and expectations (rules) to promote a positive, effective and efficient learning environment (NTS 3c) 2f:13 and one of the*<br>*LIs is: Organise the physical aspects of a classroom for effective* language learning.*)*<br>*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 Transcribe English consonant and English vowels sounds.)*<br><br>1.5.1 Refer to the introductory part of lesson 3 in your course manuals to have an overview of the content to be taught in the lesson.<br><br>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.<br><br>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.<br><br>1.6 Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson<br>E.g.<br>*What is the shortest method for learning to transcribe English words? Why is classroom discipline crucial in the teaching/learning of language?* | |

| 2. **Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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 3, and their distinct parts<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment: Classroom organisation and management as discipline*<br>[Strategies for discipline in the language classroom]<br>*Phonetics and Phonology: Transcription* [*Transcription of English Sounds*]<br><br>2.1.1. Bring out issues, in the content, that need clarification for discussion with the whole group.<br>*For example, in*<br>*Phonetics and Phonology, 'prominent* features in transcribed English words *might need clarification while* '*Strategies for discipline in the language classroom' might need clarification in English Language Classroom Organisation, Management and Assessment.*<br><br>2.1.2. Read the topics and the sub-topics of the individual course manuals for lesson 3 and evaluate the components that relate to the prior knowledge of student teachers.<br><br>*Examples:*<br>*Phonetics and Phonology:*<br>*Topic: Transcription*<br>*A sub-topic: 'Transcription of English Sounds'*<br>*Prior knowledge of students: Student teachers have already been introduced to the Production of Speech Sounds*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Topic: Classroom organisation and management as discipline*<br>*A sub-topic: '*Strategies for discipline in the language classroom'<br><br>*Prior knowledge of students: Student teachers have already been introduced to the concept of classroom organization and management and Sequencing activities in the classroom* | **15 mins** |

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| | 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<br>*Examples:*<br>*In Phonetics and Phonology,*<br>*Student-teachers' background knowledge in first languages might not help them sometimes to transcribe English words correctly.*<br>*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.*<br><br>2.4. Discuss possible ways of dealing with the challenges.<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning* | |
| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for | 3.1. Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 3 to the various age levels.<br>*Examples of suggested teaching and learning activities for the delivery of lesson 3 include:*<br>i. *Classroom Organisation, Management and Assessment:* Discussing with student teachers the strategies for discipline in the language classroom<br>ii. *Phonetics and Phonology*<br>*Asking student teachers to search online to find out some of the prominent features in transcribed English words.*<br>*NOTE: some useful Education Technology Resources for teaching and learning include:*<br>*Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*<br><br>3.1.1. In your course groups, identify areas of the activities that need clarification. | |

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| integrating: GESI responsiveness and ICT and 21$^{st}$ C skills <br>• 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 <br>• Resources: <br>  o  links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability <br>  o  guidance on any power point presentations, TLM or other resources which need to be developed to support learning | 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 m*aking reasonable adjustmentsf for learners to overcome adverse effects of student/learners' L1 on their L2 learning*) in the classroom. <br><br> 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. <br>*Example: In teaching transcription of English words,* <br>*The LO is: Demonstrate knowledge of how English speech sounds are produced. (NTS 2c:13)* <br>*LI is: students will be able to Transcribe English consonant and English vowels sounds.* <br>*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.* <br><br>3.4 Model a selected activity in a teaching situation. <br><br>*Examples:* <br>*English Language Classroom Organisation, Management and Assessment: Teaching of* Strategies for discipline in the language classroom can be modelled. <br>*Phonetics and Phonology:* <br>*Teaching of Transcription of English Sounds can be modelled.* <br><br>3.5. Identify which, 21$^{st}$ 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. <br>*E.g. (1) The use of ICT to prepare and present lessons.* <br>    *2. Development of collaborative and communicative skills through group works and presentations.* <br><br>3.6. Read the assessment activities in the various manuals and identify areas that require clarification. | |

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| • 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.* <br> *(This assessment may be graded and recorded as part of the subject portfolio.)* <br><br> 3.8. Remind student teachers to continue working on their subject project. | |
| **4. Evaluation and review of session:** <br> • Tutors need to identify critical friends to observe lessons and report at next session. <br> • Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 4.1 Using Think-Pair-Share, reflect on what you have learnt in the session which you might be using in your lesson and share your ideas with the class. <br><br> 4.1.1 Identify outstanding issues relating to the lesson/s for clarification. <br><br> 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. <br><br> 4.3 Read lesson 4 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 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• 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.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>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.<br>*Examples:*<br>*Phonetics and Phonology of English :*<br>*(LO): Demonstrate knowledge of how English speech sounds are produced and transcribed. (NTS 2c:13)*<br>*(LI):*<br>*Identify the organs of speech.*<br>*Describe the process of Producing English sounds.*<br><br>*Classroom Organisation, Management and Assessment:*<br>*(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)*<br>*(LI):*<br>*Discuss the strategies of integrating theoretical concepts into English language classroom / instructional practices.*<br><br>*Brainstorm the psychosocial behaviour of individuals in the English language classroom*<br>*Ddiscuss the motivating factors that help students to succeed in English language classroom*<br>*(Refer to the learning outcomes and indicators sections of the lessons).*<br><br>1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson<br><br>*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.*<br>*English Classroom Oraganisation, Management and Assessment helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving.* | |

| | 1.5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction. | |
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| | *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 they have an in-depth knowledge in English phonetics and phonology* | |
| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>NB The guidance for SL/HoD should set out what they need to do to introduce | 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.<br>*Examples:*<br>*Phonetics and Phonlogy:*<br>*Understanding the concepts phonemic and phonetic transcription*<br><br>Notes: *Phonetic transcriptions provide more details on how the actual sounds are pronounced, while phonemic transcriptions represent how people interpret such sounds. We use square brackets to enclose phones or sounds and slashes to enclose phonemes.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Explanation of the concept* student-centred language environment?<br><br>*Notes:*<br>*A student-centred learning environment offers students the tools for content production and management with interactive and communal elements, altogether producing a personalized learning experience.* | **15 mins** |

| and explain the issues/s with tutors | 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.*<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student teachers have already been introduced to transcription of English words.*<br>*Student-teachers' Previous knowledge assumed in*<br>*Classroom organization and Management might be that:*<br>*Student teachers have already been introduced to the role of the language classroom teacher and strategies for discipline in the language classroom*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology:*<br>*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.*<br><br>*Classroom Organisation, Management and Assessment:*<br>*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.*<br><br>*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.*<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning*<br><br>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. | |

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

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| external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability<br>o guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | 3.4 Model a selected activity in a teaching situation.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of* student-centred language environment<br><br>*Phonetics and Phonology:*<br>*Modeling the teaching of phonemic transcription*<br><br>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*A project work on the differences and similarities of phonetic and phonemic transcription.*<br>*English Language Classroom Organisation, Management and Assessment:A project work on how*<br>*to teach the topic '*student-centred language environment' showing details of lesson delivery stages.<br><br>3.6.1 discuss the structure of the prospective subject projects' topics in terms of the introduction, methodology, substantive section and the conclusion.<br><br>3.7 Discuss ICT assessment tools that can be used for assessment of students.<br><br>Example:<br>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* | |

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| | N/B:<br>*Digital Assessment Tools for Teachers*<br>    *1. Socrative - quizzes and questions with real-time grading.*<br>    *2. Google Forms - easy to use.*<br>    *3. Mentimeter - pre-built education templates.*<br>    *4. Poll Everywhere - used by 300,000 teachers.*<br>    *5. Kahoot - game-based assessment tool.*<br>    *ii.  e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate*<br><br>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.<br><br> *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:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>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<br><br>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 |
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| **1. Introduction to the session**<br>● Review prior learning<br>● 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.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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.* | |

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| outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>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.<br>*Examples:*<br>*Phonetics and Phonology of English :*<br>*(LO): Demonstrate knowledge of how English syllable are structured in English words. (NTS 2c:13)*<br><br>*(LI):*<br>• *Producing English sounds.*<br>• *Describe and classify the speech sounds of English.*<br>• *Transcribe English consonant and English vowels sounds*<br><br>*Classroom Organisation, Management and Assessment:*<br>*(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)*<br>*(LI):*<br>• *Discuss the strategies of integrating theoretical concepts into English language classroom / instructional practices.*<br>• *brainstorm the psychosocial behaviour of individuals in the English language classroom*<br>• *discuss the motivating factors that help students to succeed in English language classroom*<br><br>1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson<br><br>*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.*<br>*English Classroom Oraganisation, Management and Assessment helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving.* | |

| | 1.5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*It is likely that students- teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms.*<br><br>*This can be avoided when they have an in-depth knowledge in foundations of classroom organisation and management.*<br><br>*Phonetics and Phonology:*<br>*Student teachers may have challenges in reconciling the differences in sound repertoire in their pronunciation of English words correctly.*<br><br>*This can be avoided when they have an in-depth knowledge in English phonetics and phonology* | |
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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>NB The guidance for SL/HoD should set out what they need | 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.<br>*Examples:*<br>*Phonetics and Phonlogy:*<br>*Understanding the concepts syllable internal structure*<br><br>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.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Explanation of the concept Motivating English language teaching*<br><br>*Notes:*<br>*People are intrinsically motivated when they enjoy doing an activity. Extrinsic motivation is a drive that comes* | **15 mins** |

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| to do to introduce and explain the issues/s with tutors | *from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment.*<br><br>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.*<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student teachers have already been introduced to English sound systems and their transcriptions.*<br>*Student-teachers' Previous knowledge assumed in Classroom organization and Management might be that:*<br>*Student teachers have already been introduced to student-centred language environment and motivating English language teaching*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student-teachers'language background conflicts with the L2. (consonant clusters for instance don't exist in Ghanaian Languages)*<br><br>*Classroom Organisation, Management and Assessment:*<br>*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.*<br><br>*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.*<br><br>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. | |

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

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| assessment to support student teacher learning<br>• Resources:<br>  ○ 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<br>  ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*<br><br>3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills.<br>*Examples of 21st century skills:*<br>*Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.*<br>*Examples of GESI responses:*<br>*Making reasonable adjustmentsfor physically challenged learners.*<br>*Both male and female learners playing leading roles in a group task*<br><br>*(Refer tutors to the teaching and learning activities sections of the course manuals)*<br><br>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.<br><br>3.4 Model a selected activity in a teaching situation.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of motivation and student engagement in the ESL classroom*<br><br>*Phonetics and Phonology:*<br>*Modeling the teaching of syllable structure of English*<br><br>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.<br><br>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 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*
1. *Socrative - quizzes and questions with real-time grading.*
2. *Google Forms - easy to use.*
3. *Mentimeter - pre-built education templates.*
4. *Poll Everywhere - used by 300,000 teachers.*
5. *Kahoot - game-based assessment tool.*
iii. *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.* | |
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| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session. | 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.<br><br>4.3 Read lesson 6 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 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 |
|---|---|---|
| 1. **Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion | 1.1. Give an icebreaker to begin the session.<br><br>1.2. Tell the group how useful PD session 5 was and how it influenced your teaching over the week.<br><br>1.3. Give report on the lesson observations to the group. | |

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| and lessons learned<br>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br><br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | 1.3.1 Discuss the outstanding issues and lessons learnt from the reports with the group.<br><br>1.4. Read and discuss the introductory sections of lesson 6 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* and Assessment *is Analyse a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases including students with disabilities (NTS 1d, 2a: 12, 13);*<br>*and one of the LIs is: Identify policies of legal issues of the educational system in Ghana.)*<br>For Phonetics and Phonology, the LO *is 'Demonstrate knowledge on English syllable structure and Syllabification of English words (NTS 2c:13).*<br>*); while one of the LIs is 'Describe and classify the speech sounds of English consonant and English vowel sounds.*<br><br>1.4.1 Refer to the introductory part of lesson 6 in your course manuals to have an overview of the content 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].<br>*Phonetics and Phonology: [*The syllable structure and Syllabification of English words]<br><br>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.<br><br>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. <br><br>E.g. <br>*Why think about legal issues in the classroom?* What is syllabification? | |
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| **2. Concept Development (New learning likely to arise in lesson/s):** <br>• 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 <br>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 <br>*Examples:* <br>*English Language Classroom Organisation, Management and Assessment: Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.* <br>[*Classroom organisation and management*] <br>*Phonetics and Phonology: The syllable structure and Syllabification of English words* [*The syllable structure of English word: types*] <br><br>2.1.1. Bring out issues, in the content, that need clarification for discussion with the group. <br>*For example, in* <br>*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.* <br><br>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. <br><br>*Examples:* <br>*Phonetics and Phonology:* <br>*Topic: The syllable structure and Syllabification of English words* <br> *A sub-topic:* 'The syllable structure of English words: Patterns of the syllable I <br>*Prior knowledge of students: Student teachers have already been introduced to English syllables.* <br>*English Language Classroom Organisation, Management and Assessment:* <br>*Topic: Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.* | **15 mins** |

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| | *A sub-topic: 'Classroom organisation and management'*<br>*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.*<br><br>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<br>*Examples:*<br>*In Phonetics and Phonology,*<br>*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.*<br><br>2.4. Discuss possible ways of dealing with the challenges.<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning* | |
| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification | 3.1. Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 6 to the various age levels.<br>*Examples of suggested teaching and learning activities for the delivery of lesson 6 include:*<br>*i. Classroom Organisation, Management and Assessment: Tutor putting student teachers in groups and tasking them to discuss why it is necessary to make the classroom convenient for all learners.*<br>*ii. Phonetics and Phonology*<br>*Tasking student teachers in their mixed ability groups to use their digital tools to go online (YouTube) to search for the various types of syllable structures and practice them* | |

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| • Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills<br>• 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<br>• Resources:<br>  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be | *NOTE: some useful Education Technology Resources for teaching and learning include:*<br>*Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*<br><br>3.1.1. In your course groups, identify areas of the activities that need clarification.<br><br>3.2. Discuss the appropriateness of the activities and strategies for the delivery of lesson 6 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 m*aking reasonable adjustments to make the classroom convenient for all manner of learners irrespective of their social status*) in the classroom.<br><br>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 6.<br>*Example: In teaching Classroom organisation and management*<br>*The LO is: Analyse a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases including students with disabilities (NTS 1d, 2a: 12, 13)*<br>*LI is: Students will be able to discuss the implications of legal and ethical policies to the organisation and management of English language classroom*<br>*One activity is: Tutor puts student teachers in groups and tasks them to discuss why it is necessary to make the classroom convenient for all learners.*<br><br>3.4 Select one activity and model it in a teaching situation.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment: Modelling the teaching of Classroom organisation and management* | |

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| given to local availability<br>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *Phonetics and Phonology: Teaching of Syllabification of English words can be modelled.*<br><br>3.5. Identify which, 21$^{st}$ 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.<br>*E.g. (1) The use of YouTube to watch live lessons on how to make the classroom convenient for all manner of learners.*<br>*2. Development of collaborative and communicative skills through group works and presentations.*<br><br>3.6. Read the assessment activities in the various manuals and identify areas that require clarification.<br><br>3.7. Identify areas that student teachers could research into for group presentation and class exercises.<br>Example of areas may include:<br>*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)*<br><br>3.8. Remind student teachers to continue working on their subject projects. | |
| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 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.<br><br>4.1.1 Identify outstanding issues relating to the lesson/s for clarification.<br><br>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.<br><br>4.3 Read lesson 7 to prepare for next week's PD session. | **15 mins** |

| Age Levels/s: | Name of Subject/s: |
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| Upper Primary | English |
| 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• 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.<br><br>1.2. Give report on the lesson observations to the group.<br><br>1.2.1. Discuss the outstanding issues and lessons learnt from the reports with the group.<br><br>1.3. Read and discuss the introductory sections of lesson 7 up to and including learning outcomes and | |

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| • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | 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* and Assessment *is Analyse a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases including students with disabilities (NTS 1d, 2a: 12, 13) and one of the LIs is* discuss the implication of professional issues to the organisation and management of English language classroom*).*<br>*For Phonetics and Phonology, the LO is 'Demonstrate knowledge on the concept and nature of stress in English' (NTS 2c:13); while one of the*<br>*LIs is 'students will be able to describe and classify the speech sounds of English'.*<br><br>1.3.1 Refer to the introductory part of lesson 7 in your course manuals to have an overview of the content 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.*<br>*Phonetics and Phonology: Stress in English Words*<br><br> 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.<br><br> 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.<br><br>1.4. Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson.<br>E.g. *How do I place stress on words with ease?*<br>Useful websites<br>https://www.englishclub.com/pronunciation/word-stress-quiz.htm | |

| 2. **Concept Development (New learning likely to arise in lesson/s):** <br> • 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 <br> 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 7, and their distinct parts <br> *Examples:* <br> *English Language Classroom Organisation, Management and Assessment: Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.* [*Professional issues in the educational system in Ghana*] <br> *Phonetics and Phonology: Stress in English Words* [*The nature of stress in English]* <br><br> 2.1.1. Bring out issues, in the content, that you think need clarification, for discussion with the group. <br> *For example, in Phonetics and Phonology, 'levels of stress' might need clarification while Differences between curriculum and syllabus might need clarification in English Language Classroom Organisation, Management and Assessment.* <br><br> 2.2. Read the topics and the sub-topics of the individual course manuals for lesson 7 and evaluate the components that relate to the prior knowledge of student teachers. <br><br> *Examples:* <br> *Phonetics and Phonology:* <br> *Topic: Stress in English Words* <br> *A sub-topic: The nature of stress in English* <br> *Prior knowledge of students: Student teachers have already been introduced to the syllable and syllabification of English words.* <br> *English Language Classroom Organisation, Management and Assessment:* <br> *Topic: Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.* <br> *A sub-topic: 'Professional issues in the educational system in Ghana.'* <br> *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.* <br><br> 2.3 In your course groups discuss the challenges you might encounter when presenting topics of your | **15 mins** |
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| | lessons and share your challenges with the whole group<br><br>*Examples:*<br>*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.*<br>*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.*<br><br>2.4. Discuss possible ways of dealing with the challenges.<br>*E.g. Putting student teachers in mixed groups and tasking them to search online for professional and ethical issues in the educational system in Ghana will make them conversant with how to organise and manage a multipurpose class to suit learning abilities of learners 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.*<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning* | |
| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification | 3.1. Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 7 to the various age levels.<br>*Examples of suggested teaching and learning activities for the delivery of lesson 7 include:*<br>*Classroom Organisation, Management and Assessment:*<br>*Tutor putting student teachers into task groups and tasking them to search online for Professional issues in the educational system in Ghana*<br>*Phonetics and Phonology*<br>*Tutor tasks student teachers to go online (YouTube) to observe a tutorial lesson on the characteristics (force of utterance, pitch of the voice etc) of the nature of word stress and practice.* | |

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| • Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• 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<br>• Resources:<br>  ○ 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 | *NOTE: Some useful Education Technology Resources for teaching and learning include:*<br>*Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*<br><br>3.1.1. In your course groups, identify areas of the activities that need clarification.<br><br>3.2. Discuss the appropriateness of the activities and strategies for the delivery of lesson 7 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 m*aking reasonable adjustments to make the classroom convenient for all manner of learners irrespective of their social status*) in the classroom.<br><br>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 7.<br>*Example: i. In teaching Ethical issues in the educational system in Ghana,*<br>*the LO is: Analyse a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases including students with disabilities (NTS 1d, 2a: 12, 13) and the*<br>*LI is: Students will be able to discuss the implications of legal and ethical policies to the organisation and management of English language classroom.*<br>*One activity is: Tutor puts student teachers into task groups and tasks them to search online for ethical issues in the educational system in Ghana.*<br>*ii. In teaching 'The nature of stress in English', the LO is: Demonstrate knowledge on the concept and nature of stress in English. (NTS 2c:13) and the*<br>*LI is: Describe and classify the speech sounds of English.*<br>*One activity is: Tutor tasks student teachers to read a text in order to familiarise themselves and practice word stress.* | |

| | 3.4. Select an activity and model it in a teaching situation. | |
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| ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *Examples:*<br>*English Language Classroom Organisation, Management and Assessment: Teaching of Professional issues in the educational system in Ghana can be modelled.*<br>*Phonetics and Phonology: Teaching of Stress* in simple/Complex/Compound words' can be modelled.<br><br>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.<br>*E.g. (1) The use of YouTube to watch live lessons on Professional issues in the educational system in Ghana.*<br>*(2) Development of critical thinking, collaborative and communicative skills through brainstorming, group works and presentations.*<br><br>3.6. Read the assessment activities in the various manuals and identify areas that require clarification.<br><br>3.7. Identify areas that student teachers could research into for class exercises and mini quizzes.<br>*Example of areas may include:*<br>One class exercise or mini quiz could be on 'Stress in English Words'.<br>This exercise may be graded as part of students' subject portfolio<br><br>3.8. Remind student teachers to continue working on their subject projects. | |
| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.1.1 Identify outstanding issues relating to the lesson/s for clarification.<br><br>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.<br><br>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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• 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.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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.* | |

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| outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>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.<br>*Examples:*<br>*Phonetics and Phonology of English :*<br>*(LO): Demonstrate knowledge on weak and strong forms of stress (NTS 2c:13)*<br><br>*(LI): Students will be able to:*<br>• *Describe and classify the speech sounds of English. Transcribe English consonant and English vowels sounds.*<br><br>*Classroom Organisation, Management and Assessment:*<br>*(LO):Observe, analyse and document student behaviour to match an appropriate intervention strategy to change behaviours in a desired direction (NTS, 1c, 1f: 12)*<br>*(LI):*<br>*Students will be able to:*<br>*Discuss student behaviours regarding organization and management of English language classroom and how to address them.*<br>*Match appropriate intervention strategies to desired or intended behaviour*s<br><br>1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson<br><br>*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.*<br>*English Classroom Oraganisation, Management and Assessment helps 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*<br><br>1.5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson   introduction. | |

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| | *Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Students may lack knowledge on how to organise and manage a multipurpose class to suit learning abilities of learners with varied learning needs(GESI).*<br><br>*This can be solved when they have an in-depth knowledge in foundations of classroom organisation and management.*<br><br>*Phonetics and Phonology:*<br>*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*<br><br>*This can be solved when they have an in-depth knowledge in English phonetics and phonology.* | |
| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br>*Examples:*<br>*Phonetics and Phonlogy:*<br>*Understanding the concepts of sentence stress*<br><br>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.*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Explanation of the concept Students' peculiar behaviours and interventions*<br><br>*Notes:*<br>*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.* | **15 mins** |

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| | 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.*<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student teachers have already been introduced to the concept and nature of stress in English. And also stress and unstressed syllables in English words.*<br>*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*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology:*<br>*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.*<br><br>*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*<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning*<br><br>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 lesson/s** | *Examples:* | |
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| • Reading and discussion of the teaching and learning activities | *Phonetics and Phonology of English:   Tasks student teachers in their mixed ability groups to go online (YouTube) using their digital tools to observe a tutorial lesson on strong forms of sentence stress. Emphatic stress and Contrastive stress* | |
| • Noting and addressing areas where tutors may require clarification | *Discusses with student teachers the emphatic and contrastive forms of sentence stress.* | |
| • Noting opportunities for making links to the Basic School Curriculum | *Student teachers in their mixed ability groups go online (YouTube) using their digital tools to observe a tutorial lesson on strong forms of sentence stress.* | |
| • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills | *Classroom organisation and Management: Puts student teachers into groups and tasks them to explore and discuss some unique behaviours that learners usually exhibit in class.* | |
| | *Ask student teachers in each group to suggest ways and means of handling such behaviours.* | |
| | *Student teachers suggest ways and means of handling such behaviours.* | |
| • 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 | *NOTE: some useful Education Technology Resources for teaching and learning include:* <br> *Office 365 vs G-suite for education, google meet for online teaching, google classroom for  online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online* <br><br> 3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. <br> *Examples of 21st century skills:* <br> *Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.* <br> *Examples of GESI responses:* <br> *Making reasonable adjustmentsfor physically challenged learners.* <br> *Both male and female learners playing leading roles in a group task* | |
| • Resources: <br> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on | 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. | |

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| web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability<br>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | 3.4 Model a selected activity in a teaching situation.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of Students' peculiar behaviours and interventions*<br>*Phonetics and Phonology:*<br>*Modeling the teaching of* Emphatic stress and Contrastive stress<br><br>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*A project work on how to teach word stress in a JHS class.*<br>*English Language Classroom Organisation, Management and Assessment:A project work on how to teach* Students' peculiar behaviours<br><br>3.6.1 discuss the structure of the prospective subject projects' topics in terms of the introduction, methodology, substantive section and the conclusion.<br><br>3.7 Discuss ICT assessment tools that can be used for assessment of students.<br><br>Example:<br>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: | |
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| | *Digital Assessment Tools for Teachers* | |
| |     1. *Socrative - quizzes and questions with real-time grading.* | |
| |     2. *Google Forms - easy to use.* | |
| |     3. *Mentimeter - pre-built education templates.* | |
| |     4. *Poll Everywhere - used by 300,000 teachers.* | |
| |     5. *Kahoot - game-based assessment tool.* | |
| |    iv.  *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:** <br> • Tutors need to identify critical friends to observe lessons and report at next session. <br> • 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. <br><br> 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. <br><br> 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 |
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| 1. **Introduction to the session**<br>• Review prior learning<br>• 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.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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.* | |

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| outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | *Also, the purpose of the Phonetics and Phonology lesson is to introduce student-teachers to the nature of intonation in English sentences. (NTS3k, 3e: 14)*<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English :*<br>*(LO):* Demonstrate knowledge the nature of intonation in English sentences. ( (NTS 2c:13)<br><br>*(LI):*<br>Students will be able to:<br> Identify the organs of speech,<br>Describe the process of Producing English sounds,<br>Describe and classify the speech sounds of English.<br><br>*Classroom Organisation, Management and Assessment:*<br>*(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)*<br>*(L I): Students will be able to:*<br>*Discuss student behaviours regarding organisation and Management of English language classroom and how to address them.*<br><br>1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson<br><br>*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.*<br>*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*<br><br>1.5 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson   introduction. | |

| | Examples:<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Students may lack knowledge on how to organise manage a multipurpose class to suit learning abilities of learners with varied learning needs (GESI).*<br><br>*This can be avoided when they have an in-depth knowledge in foundations of classroom organisation and Management.*<br><br>*Phonetics and Phonology:*<br>*It is likely that student teachers may have challenges in reconciling the differences in sound repertoire in their pronunciation of English words correctly.*<br><br>*This can be avoided when they have an in depth knowledge in English phonetics and phonology.* | |
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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br>*Examples:*<br>*Phonetics and Phonlogy:*<br>*Understanding the concepts Falling tune/Rising Tune*<br>Notes: *Rising Intonation means the pitch of the voice rises over time. Falling intonation means that the pitch falls with time.*<br>*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.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Explanation of Students'* peculiar behaviours and interventions<br><br>*Notes:*<br>*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 class rules throughout the classroom. Teaching the student appropriate problems solving behaviors and ways to manage time.* | **15 mins** |

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| | 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.*<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student teachers have already been introduced to sentence stress.*<br>*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*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology:*<br>*Student-teachers' linguistcand other backgrounds may make students unable to grasp the topics being introduced (GESI).*<br><br>*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).*<br><br>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.<br>*Examples:*<br>*Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning*<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English: Tasks student teachers to identify the various forms of intonation as* | |

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

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| web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability<br>o guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *Making reasonable adjustmentsfor physically challenged learners.*<br>*Both male and female learners playing leading roles in a group task*<br><br>*(Refer tutors to the teaching and learning activities sections of the course manuals)*<br><br>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.<br><br>3.4 Model a selected activity in a teaching situation.<br><br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of peculiar behaviours and interventions*<br>*Phonetics and Phonology:Modeling the teaching of Falling tune/Rising Tune*<br><br>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.<br><br>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.<br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br><br>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.<br><br>Example:<br>*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*<br><br>N/B:<br>*Digital Assessment Tools for Teachers*<br>    1) *Socrative - quizzes and questions with real-time grading.*<br>    2) *Google Forms - easy to use.*<br>    3) *Mentimeter - pre-built education templates.*<br>    4) *Poll Everywhere - used by 300,000 teachers.*<br>    5) *Kahoot - game-based assessment tool.*<br>    v. *e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate*<br><br>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.<br><br>*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:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>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.<br><br>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 |
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| **1. Introduction to the session**<br>- Review prior learning<br>- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators<br>- 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.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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.*<br><br>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. | |

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

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| | *This can be avoided when they have an in-depth knowledge in the aims, modes and aspects of assessment.*<br><br>*Phonetics and Phonology of English:*<br>*It is likely that student teachers may have challenges in reconciling the differences in intonation: tune I, tune II.*<br><br>*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):**<br>• 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<br>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.<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*Understanding the functions and uses of intonation in English.*<br><br>*Examples of functions of intonation are to distinguish types of sentences (statements, questions, commands, requests) and to divide sentences into sense groups*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Understanding of the key elements of the problems of assessment.*<br><br>*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.*<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*Student-teachers have already been introduced to the nature of intonation in English sentences.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*Student-teachers' previous knowledge assumed in English Classroom Organization and Management might be that: Student teachers have been introduced to some* | **15 mins** |

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| | *legal, ethical and professional issues in assessment in the educational system in Ghana*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*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).*<br><br>*Classroom Organisation, Management and Assessment:*<br>*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.*<br><br>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.<br>*Examples:*<br>*Think-pair-share, school visits, group work, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning*<br><br>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 lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may | 3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.<br>*Examples:*<br>*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.*<br>*Examples of attitudinal stress:*<br>*The expression of mood and emotions in the rising and falling of intonation of the speaker (e.g., 'Thank you' to show sadness)* | |

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| require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• 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<br>• Resources:<br>  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. | *Classroom Organization, Management and Assessment:* *Task student-teachers in their mixed ability groups (GESI) to go to YouTube to identify the aspects and problems of assessments.*<br><br>*NOTE: Consider using some of the following useful Education Technology Resources for teaching and learning:*<br>*Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*<br><br>3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21$^{st}$ century skills.<br>*Examples of 21$^{st}$ century skills:*<br>*Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.*<br>*Examples of GESI responses:*<br>*Considering mixed abilities of student teachers. Making reasonable adjustmentsfor physically challenged learners. Allowing opposite sexes playing equal leading roles.*<br>*Examples of linking to the Basic School Curriculum:*<br>*Go to any partner schools to observe teaching and learning practices in the basic school classroom (STS)*<br><br>*(Refer tutors to the teaching and learning activities sections of the course manuals)*<br><br>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.<br><br>3.4 Model a selected activity in a teaching situation.<br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of modes and problems of assessment.* | |

| | Consideration needs to be given to local availability | *Phonetics and Phonology of English:* *Modeling the teaching of attitudinal and grammatical functions of stress.* | |
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| | o guidance on any power point presentations, TLM or other resources which need to be developed to support learning | 3.5 Refer to the assessment section of your respective manuals and appendix 2. Read on Subject project and Subject portfolio. Share your understanding of each concept. | |
| • Tutors should be expected to have a 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 relationship between attitudinal 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.   *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.*<br>vi. *e. (Assessment of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate*<br><br>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. | |
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| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>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 |
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| **1. Introduction to the session**<br>- Review prior learning<br>- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators<br>- Overview of content and identification of any distinctive | 1.1 Recap the main issues raised during the previous PD lesson.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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.*<br><br>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. | |

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| 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 | *Examples:* *Phonetics and Phonology of English (LO):* Demonstrate knowledge of phonological processes (assimilation and syllable structure) in English. (NTS 2c:13) *(LIs): i)* Identify the organs of speech. ii) Describe the process of Producing English sounds. 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.* | |

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| | | 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 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 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 | | 2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 11 for your respective courses. *Examples:* *Phonetics and Phonology of English:* *Understanding the phonological processes in English poses a challenge for student teachers.* *Examples of phonological processes include:* *i) Pre-vocalic voicing - car = gar (A voiceless sound preceding a vowel is replaced by a voiced sound).* *ii) Word final devoicing - red = ret (A final voiced consonant is replaced by a voiceless consonant).* *iii) Final consonant deletion - boat = bo (A final consonant is omitted or deleted from a word).* *iv) Velar fronting - car = tar    (A back sound is replaced by a front sound).* *English Language Classroom Organisation, Management* | **15 mins** |

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| introduce and explain the issues/s with tutors | *and Assessment:*<br>*Understanding of the key elements of the problems of assessment.*<br><br>*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.*<br><br>*Examples of possible barriers:*<br>*Phonetics and Phonology of English:*<br>*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).*<br><br>*This can be avoided when they have an in-depth knowledge in the phonological processes in English sound system.*<br><br>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*.*<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*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.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*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*<br><br>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<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*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).* | |

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| | *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. *Examples:* *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 lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• Reading, discussion, and identification of continuous | 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:* *Be in your mixed ability groups and go online (YouTube) using your digital tools to observe a tutorial lesson on assimilation and syllable structures of phonological processes in English pronunciation.* *Classroom Organization, Management and Assessment:* *In your mixed ability groups (GESI) use YouTube to search for information on the internet on the advantages and disadvantages of assessment in English language and their impact on teaching and learning.* *NOTE: Consider using some of the following useful Education Technology Resources for learning:* *Google meet for online teaching, google classroom for online assignment submissions, Office 365 vs G-suite for education, , plagiarism checking softwares, Tools for checking grammar errors online* 3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21$^{st}$ century skills. *Examples of 21$^{st}$ century skills:* *Ccommunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.* | **40 mins** | |

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

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| 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.<br><br>For example, identify and discuss some areas for your Subject projects for the semester.<br>Examples:<br>*Phonetics and Phonology of English:*<br>*A project work on the pre-vocalic voicing, word final devoicing, final consonant deletion, velar fronting, palatal fronting and consonant harmony.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*A project work on how you perceive the impact of assessment tools on teaching and learning.*<br><br>*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.*<br><br>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.<br><br>*Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot*<br><br>N/B:<br> *Digital Assessment Tools for Teachers*<br>   i.   *Socrative - quizzes and questions with real-time grading.*<br>   ii.  *Google Forms - easy to use.*<br>  iii.  *Mentimeter - pre-built education templates.*<br>  iv.  *Poll Everywhere - used by 300,000 teachers.*<br>   v.  *Kahoot - game-based assessment tool.*<br>*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. | |
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| **4. Evaluation and review of session:** <br>• Tutors need to identify critical friends to observe lessons and report at next session. <br>• 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. <br><br> 4.3 Read lesson 12 to prepare for next week's PD session. | **15 mins** |

# 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• 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.<br><br>1.2 Discuss the main purpose of the current PD Session and and share your views.<br><br>*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.* | |

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| outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>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 aligned to the CLOs and share your views with the group.<br>*Examples:*<br>*Phonetics and Phonology of English (LO): Demonstrate knowledge of how English speech sounds are produced. (NTS 2c:13)*<br><br>*(LIs): i) Identify the organs of speech.*<br>*ii) Describe the process of*<br>*Producing English sounds.*<br><br>*iii) Describe and classify the*<br>*speech sounds of English.*<br><br>*iv) Transcribe English consonant and English vowels sounds.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*(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).*<br><br>*(Refer to the learning outcomes and indicators sections of the lessons).*<br><br>1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson<br><br>*Examples:*<br>*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.*<br><br>*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. | |
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| | 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 lesson/s):** <br> • 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 | 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. <br> *Examples:* <br> *Phonetics and Phonology of English:* <br> *Understanding the* organs of speech, production of speech sounds, transcription, stress and intonation, phonological processes in English. <br><br> *English Language Classroom Organisation, Management and Assessment:* <br> *Understanding of the key elements of the problems of assessment.* <br><br> *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.* | **15 mins** |

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| explored with the SL/HoD<br>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors | *Examples of possible barriers:*<br>*Phonetics and Phonology of English:*<br>*You may have challenges in conflicting sounds of letters between your background/local language (GESI and English language and this may affect your understanding in English language sound initiation phase, phonation phase, articulation phase and the international phonetic alphabet.*<br><br>*This can be avoided when you deliberately adjust and reconcile the letters of the background or local language with those of the English language.*<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*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.*<br><br>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.<br>*Examples:*<br>*Phonetics and Phonology of English:*<br>*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.*<br><br>*Classroom Organisation, Management and Assessment:*<br>*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*<br><br>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. | |

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

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| support student teacher learning<br>• Resources:<br> ○ 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<br> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *observation for later analysis of the recorded audio for elements of phonological processes.*<br><br>*(Refer to the teaching and learning activities sections of the course manuals)*<br><br>3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and the Basic School Curricula.<br><br>*Examples of core and transferable skills:*<br>*Critical thinking, communication, collaboration and digital literacy.*<br><br>*Examples of GESI related issues: Diversity, mixed abilities, equal opportunities, non-sexist language.*<br><br>3.4 Model a selected activity in a teaching situation.<br>*Examples:*<br>*English Language Classroom Organisation, Management and Assessment:*<br>*Modeling the teaching of the advantages and disadvantages of assessment and their impact on teaching and learning.*<br><br>*Phonetics and Phonology of English:*<br>*Model the teaching of creating a student centred English language environment and make English language teaching interesting and motivating.*<br><br>3.5 Refer to the assessment section of your respective manuals and to appendix 2 of the course manual. Read on Subject project and Subject portfolio. Share your understanding of each concept.<br><br>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.<br><br>*For example, identify and discuss some areas for your Subject projects for the semester.*<br>Examples:<br>*Phonetics and Phonology of English:* | |

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| | *A project work on the pre-vocalic voicing, word final devoicing, final consonant deletion, velar fronting, palatal fronting and consonant harmony.*<br><br>*English Language Classroom Organisation, Management and Assessment:*<br>*A project work on policies of legal and ethical issues of the educational system in Ghana.*<br>*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.*<br><br>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.<br><br>*Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot*<br><br>N/B:<br> *Digital Assessment Tools for Teachers*<br>    *i)     Socrative - quizzes and questions with real-time grading.*<br>    *ii)    Google Forms - easy to use.*<br>    *iii)   Mentimeter - pre-built education templates.*<br>    *iv)   Poll Everywhere - used by 300,000 teachers.*<br>    *v)    Kahoot - game-based assessment tool.*<br>*i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate*<br><br>3.8 In your course groups suggest GESI-related teaching and learning activities for the lesson. | |
| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session. | 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** |

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| • Identifying and addressing any outstanding issues relating to the lesson/s for clarification | | |

# 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**<br>• The first PD session of each semester introduces the course manual/s, course expectations and course assessment components<br>• 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 **s**essions 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, i**ntegrating 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 | |

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| 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<br>1 per course per semester, individual or collaborative student teacher work. | SUBJECT PORTFOLIO<br>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<br>**Methodology:** what the student teacher has done and why to achieve the aim and purpose of the project<br>**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.<br>**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*<br>**Or 2 items of work and**<br>**A mid semester assessment:** case study, reflective note, quiz.<br>* 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%**<br>**Weighting of individual parts of project out of 100**<br>• **Introduction – 10**<br>• **Methodology – 20**<br>• **Substantive section – 40**<br>• **Conclusion – 30** | **Overall weighting of project = 30%**<br>**Weighting of individual parts of portfolio out of 100**<br>**i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).**<br>**i(b) Presentation and organisation of portfolio 10%.**<br>**OR**<br>**ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).**<br>**ii(b)Mid semester assessment 30%**<br>**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 21st 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:** <u>table</u> /TA-ble/, <u>scissors</u> /SCI-ssors/, <u>pretty</u> /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:
<u>hotel</u> /ho-TEL/, <u>extreme</u> /ex-TREME/, <u>concise</u> /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:** <u>present</u> /pre-SENT/, <u>export</u> /ex-PORT/, <u>aside</u> /a-SIDE/, <u>between</u> /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:** <u>orderly</u> /OR-der-ly/, <u>quietly</u> /QUI-et-ly/, <u>manager</u> /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-to-last 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/

# GHANAIAN LANGUAGE

**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

Lesson Titles:
- 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**<br>• Introduction to the purpose of the specialisms: EG, UP and JHS<br>• Overview of subject/s age level/s to be | 1.1 Participate in an icebreaker activity for the start of the session.<br><br>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** |

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| covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.<br>• Introduction to the course manual/s<br>• Overview of course learning outcomes<br>• Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD. | 1.3 Discuss the main focus and purpose of education at each age phase or level and indicate why it is necessary to train specialist teachers for each age phase (specialism).<br><br>1.4 Discuss the structural organization (age-phasing) of basic education in Ghana, indicating the focus of each phase as well as the subjects, methodologies and frameworks that are entailed in the phases.<br><br>1.5 Examine the structure and content of your course manual and discuss the content.<br><br>*Notes:*<br>From the "Forward" of the manual (EG):<br>• Section 1: course information and vision for B.Ed. curriculum<br>• Section 2: course details: course goals, course description, key contextual issues, core transferable and cross-cutting issues including GESI<br>• Section 3: list of course learning outcomes and learning indicators<br>• Section 4: course content broken into topics and subtopics presented with their teaching and learning activities, learning outcomes and indicators<br>• Section 5: assessment component which indicates the teaching standards to be assessed<br>• Section 6: required and supplementary reading lists, as well as teaching and learning resources<br>• Section 7: course related professional development, or support for tutors to enable them use the manual.<br><br>1.6 Examine the correspondence between the learning outcomes and their indicators.<br><br>1.7 Outline the two components of the continuous assessment activities to be undertaken in the semester and suggest ways in which you will conduct them. Share your observations with the larger group.<br><br>Weighting of the assessment components:<br><br>Subject Project:<br>Overall weighting of project = 30% | |

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

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| | Oral Literature of a Ghanaian language (UP):<br>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.<br><br>Customs and Institutions (JHS):<br>The student teacher has<br>witnessed naming ceremony<br>in their community.<br><br>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.<br><br>1.10 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.<br><br>*Notes:*<br>*Lesson description*<br>Oral literature of a Ghanaian language (EG):<br>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.<br><br>Oral Literature of a Ghanaian language (UP):<br>This lesson introduces the student teachers to theories of composition aesthetic forms in oral literature<br><br>Customs and Institutions (JHS):<br>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.<br><br>*Barriers:*<br>Oral Literature of a Ghanaian language (EG)<br>Lack of knowledge of the<br>composition and aesthetics in<br>oral literature Large class size | |

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

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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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 lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>3.5 Suggest the various ways in which they will make the lesson GESI responsive<br>*Notes:*<br>*composition and aesthetic formation (EG):* | |

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| integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• 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<br>• Resources:<br>  ○ 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<br>  ○ guidance on any power point presentations, TLM or other resources which need to | Select 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.<br>Give a minority the opportunity to play a leading role in group activities.<br>    *Oral literature of a Ghanaian Language – Theories of composition and aesthetic formation (UP):*<br>Select 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.<br>Give a minority the opportunity to play a leading role in group activities.<br>    *Customs and Institutions – The cycle of life (JHS):*<br>Select a YouTube video that shows puberty rites for both males and females.<br>Form mixed ability and gender groups for group activities.<br>Give a minority the opportunity to play a leading role in group activities.<br><br>3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of their lessons will develop the core competences and share with the larger group.<br><br>Notes:<br>*Oral literature of a Ghanaian Language* (EG):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>*Oral literature of a Ghanaian Language* (UP):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>*Customs and Institutions* (JHS):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy) | |

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| be developed to support learning<br>• 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)<br><br>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These include ICT tools, inclusive materials, required and additional texts*).<br><br>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.) | |
| **4. Evaluation and review of session:**<br>• Tutors need to identify critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>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

Lesson Titles:

- 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 |
|---|---|---|
| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• Reading and discussion of the introductory | 1.1 Listen and respond to an icebreaker, and volunteer one if necessary.<br><br>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<br><br>1.3 Reflect on the introductory section of your respective lessons and write down your observations and concerns for discussion. | **20 mins** |

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| sections of the lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | *Notes:*<br>  *Prior knowledge*<br>Oral literature of a Ghanaian language (EG):<br>Student teachers may have heard folklore, proverbs, in speeches as well as praise poetry.<br><br>Oral literature of a Ghanaian language (UP):<br>Student teachers already know what literature generally is from their previous lesson. They may have heard folklore, proverbs, in speeches as well as praise poetry in their communities.<br><br>Customs and Institutions (JHS):<br>Student teachers have witnessed marriage ceremonies<br><br>*Lesson description*<br>Oral literature of a Ghanaian language (EG):<br>The lesson discusses what oral literature is, its forms and importance of oral literature.<br><br>Oral literature of a Ghanaian language (UP):<br>The lesson discusses what oral literature is, its forms and importance of oral literature.<br><br>Customs and Institutions (JHS):<br>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<br><br> *LOs and LIs*<br>Oral literature of a Ghanaian language (EG)<br>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).<br>• Demonstrate knowledge and understanding of oral literature of a Ghanaian language.<br>• Explain some concepts of oral literature of a Ghanaian language.<br>• Facilitate the use of each concept of oral literature of Ghanaian language in learning.<br><br>Oral literature of a Ghanaian language (UP): | |

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| | 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).<br>• Demonstrate knowledge and understanding of oral literature of a Ghanaian language.<br>• Explain some concepts of oral literature of a Ghanaian language.<br>• Facilitate the use of each concept of oral literature of Ghanaian language in learning.<br><br>Customs and Institutions (JHS):<br>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).<br>• Demonstrate knowledge and understanding of the customs and institutions of a Ghanaian language, and use it to promote inclusivity and gender equity in class.<br>• Explain some concepts of customs and institutions of a Ghanaian language<br><br>1.4 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group.<br><br>Expected answers:<br>*Oral Literature (EG and UP)*:<br>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.<br>*Customs and Institutions (JHS):*<br>This lesson focuses on the definition of marriage and its relevance.<br><br>1.5 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. | |

| | 1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson. | |
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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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, 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.<br><br>*Notes:*<br>*Oral Literature of a Ghanaian language – Oral literature (EG):*<br>Definition of oral literature; forms of oral literature; importance of oral literature; issues to observe at STS<br>*Oral Literature of a Ghanaian language – Oral literature (UP):*<br>Definition of oral literature; forms of oral literature; importance of oral literature; issues to observe at STS.<br>*Customs and Institutions – The life cycle of man (marriage) (UP):*<br>Definition of marriage; importance of marriage; issues to observe at STS. | **15 mins** |
| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>Examples: | **40 mins** |

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| the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• 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<br>• Resources:<br>  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | *Oral literature of a Ghanaian language – Oral literature (EG):*<br>Show a documentary on oral literary performances.<br>  *Oral literature of a Ghanaian – Oral literature (UP):*<br>Show a documentary on oral literary performances.<br>  *Customs and Institutions – The life cycle of man (marriage) (JHS):*<br>Make a PowerPoint presentation on the marriage and its relevance.<br><br>3.5 Suggest the various ways in which you will make the lesson GESI responsive<br><br>  Examples:<br>*Oral Literature – Oral literature (EG):*<br>• 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.<br>*Oral literature – Oral literature (UP):*<br>• 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.<br>*Customs and Institutions – The life cycle of man (marriage) (JHS):*<br>• 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<br><br><br>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.<br><br>  Examples: | |

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| o guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | Oral literature of a language (EG):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Oral literature of a Ghanaian language (UP):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Customs and Institution (JHS):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>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)<br><br>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*).<br><br>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.) | |
| **4. Evaluation and review of session:**<br>• Tutors should Identifying critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>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

Lesson Titles:
- 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• Reading and discussion of the | 1.1 Listen and respond to an icebreaker.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>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** |

| introductory sections of the lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>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 | 1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.<br><br>*Notes*<br>*Prior knowledge:*<br>Oral literature of a Ghanaian language (EG): Students have had a lesson on what oral literature is in the last lesson.<br><br>Oral literature of a Ghanaian language (UP): Students have had a lesson what oral literature is in the last lesson.<br><br>Customs and Institutions (JHS) Students have had a seen funerals being organised in the society.<br><br>*Barriers*<br>Oral literature of a Ghanaian language (EG): Student teachers may not know much about folktale and its characteristics in the society.<br><br>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.<br><br>Customs and Institutions (JHS): Student teachers may not know in detail the death rites performed in the society.<br><br>*Lesson description*<br>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<br><br>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<br><br>Customs and Institutions (JHS): The lesson introduces the concept of death, discusses the types of death and death rites in | |

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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)*:

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| | | 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.<br>*Customs and institutions (JHS):*<br>• This lesson focuses on exploring the concept of death among a Ghanaian ethnic group | |
| **2.** | **Concept Development (New learning likely to arise in lesson/s):**<br>• 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 | 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.<br><br>*Notes:*<br>*Oral Literature of a Ghanaian language – Folktale (EG):*<br>• Definition of folktale; features of folktales.<br>*Oral Literature of a Ghanaian language – Folktale (UP):*<br>• Definition of folktale; characteristics of folktales; types of folktales; appreciation of folktales; importance of folktales.<br>*Customs and Institutions – The life of man (death)(JHS):*<br>• The concept of death; types of death; performance of death rites; death rites in contemporary times. | **15 mins** |
| **3.** | **Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. | **40 mins** |

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| making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• 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<br>• Resources:<br>  o  links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | Examples:<br>*Oral literature of a Ghanaian language – Folktale (EG):*<br>• Show or play a YouTube video of a folktale performance.<br>• Ask student teachers to search for other YouTube videos.<br>*Oral literature of a Ghanaian language – Folktale (UP):*<br>• Show or play a YouTube video of a folktale performance.<br>• Ask student teachers to search for other YouTube videos.<br>*Customs and Institutions – The life of man (death)(UP):*<br>• Show a documentary on the performance of death/funeral rites.<br><br>3.5 Suggest the various ways in which you will make the lesson GESI responsive<br><br>*Examples:*<br>*Oral literature of a Ghanaian language – Folktale (EG):*<br>• 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.<br><br>*Oral literature of a Ghanaian language – folktale (UP):*<br>• 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.<br>*Customs and Institutions – The life of man (death)(JHS):*<br>• 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 | |

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| ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br><br>• Tutors should be expected to have a plan for the next lesson for student teachers | with those individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.<br><br>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.<br><br>*Examples:*<br>Oral literature of a Ghanaian language - *Folktale (EG):*<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Oral literature of a Ghanaian language - *Folktale (UP):*<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Customs and institutions –*The life of man (death) (JHS):*<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>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)<br><br>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*).<br><br>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 lessons to report in the in the subsequent PD session. | **15 mins** |
| | • Tutors should Identifying critical friends to observe lessons and report at next session. | 4.2 Indicate any outstanding issues relating to each lesson for discussion. | |
| | • 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. | |

Tutor PD Session for Lesson 4 in the Course Manual

Lesson Titles:
- 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 |
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| 1. **Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• 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.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>*Notes*<br>  *Prior knowledge*<br>  Oral literature of a Ghanaian language (EG): Student teachers have been introduced to folktale in the last lesson.<br><br>  Oral literature of a Ghanaian language (UP): Students might have heard praise poetry before during some traditional occasions.<br><br>  Customs and institutions (JHS): | **20 mins** |

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| • Overview of content and identification of any distinctive aspects of the lesson/s, <br> NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. <br> NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | Student teachers have seen their community chiefs. <br><br> 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 <br><br> 1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. <br><br> *Notes* <br> *Lesson description* <br> Oral literature of a Ghanaian language (EG): <br> This lesson is continuation of the last lesson on folktale. It examines styles of folktale as well as appreciation of folk tale. <br><br> Oral literature of a Ghanaian language (UP): <br> 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. <br><br> Customs and institutions (JHS): <br> 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. <br><br> *Barriers* <br> Oral literature of a Ghanaian language (EG): <br> Student teachers may not be now how to appreciate folktale Large class size. <br><br> Oral literature of a Ghanaian language (UP): <br> Large class size <br> Students may not be aware of what praise poetry of a Ghanaian language. <br> Customs and institutions (JHS): <br> Student teachers may not know the details of enskinment/enstoolment of chiefs in the community <br> Large class size. | |

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| | *LOs and LIs*<br>Oral literature of a Ghanaian language (EG):<br><br>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).<br>• Employ appropriate various teaching and learning strategies in the forms of oral literature classroom.<br>• Use appropriate teaching strategies to cater for learners with different backgrounds.<br><br>Oral literature of a Ghanaian language (UP):<br>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).<br>• Demonstrate knowledge and understanding of oral literature of a Ghanaian language.<br>• Explain some concepts of oral literature of a Ghanaian language.<br>• Facilitate the use of each concept of oral literature of a Ghanaian language in learning.<br><br>Customs and institutions (JHS):<br>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).<br>• Demonstrate knowledge and understanding of the customs and institutions of a Ghanaian language, and use it to promote inclusivity and gender equity in class.<br>• Explain some concepts of customs and institutions of a Ghanaian language.<br>• Facilitate the use of each concept of a Ghanaian language in learning.<br><br>1.5 Discuss your appreciation of the distinctive scope of this lesson with the whole group.<br><br>*Notes:*<br>*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).<br>*Customs and institutions (JHS):*<br>• This lesson examines chieftaincy as a traditional institution. | |
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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br><br>*Notes:*<br>*Oral literature of a Ghanaian language – Folktale II (style and appreciation) (EG):*<br>• Folktale II: Styles of folktale; appreciation of folktale.<br>*Oral literature of a Ghanaian language – Praise poetry (UP):*<br>• Praise poetry: definition of praise poetry; types and themes of praise poems; uses of praise poems; analysis of praise poems.<br>*Customs and institutions – Traditional institutions (chieftaincy) (UP):*<br>• 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**<br>• Reading and discussion of the teaching and learning activities<br>• 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<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. | **40 mins** |

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| • Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills<br>• 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<br>• Resources:<br>   ○ 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<br>• Tutors should be expected to have a plan for the next lesson for student teachers | 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>Examples:<br>*Oral literature of a Ghanaian language – Folktale II (style and appreciation) (EG):*<br>• Make a PowerPoint presentation on the types of folktales, and their appreciation.<br>*Oral literature of a Ghanaian language – Praise poetry (UP):*<br>• Make a PowerPoint presentation on praise poems (concept, types, themes, uses, and appreciation of praise poems).<br>*Customs and institutions – Traditional institutions (chieftaincy) (UP):*<br>• Show a documentary of the installation and out-dooring of a chief.<br><br>3.5 Suggest the various ways in which you will make the lesson GESI responsive<br><br>Examples:<br>*Oral literature of a Ghanaian language – Folktale II (style and appreciation) (EG):*<br>• 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.<br><br>*Oral literature of a Ghanaian language – Praise poetry (UP):*<br>• 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.<br>*Custom and Principles – Traditional Principles (JHS):*<br>• 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 | |

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| | with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.<br><br>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.<br><br>*Examples:*<br>Oral literature of a Ghanaian language – *Folktale (EG):*<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Oral literature of a Ghanaian Language – *Praise poetry (UP):*<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Customs and institutions – *Traditional institutions (chieftaincy) (JHS):*<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>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)<br><br>3.8 Consider the resources in your manual and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*).<br><br>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 lessons to report in the in the subsequent PD session. | **15 mins** |
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| • Tutors should Identifying critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.3 Read the PD and course manuals in preparation for the next PD session. | |

| Age Levels/s: | Name of Subject/s: |
|---|---|
| EG, UP and JHS | Ghanaian language |

# Tutor PD Session for Lesson 5 in the Course Manual

Lesson titles:
- 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*

| 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 |
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| 1. **Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• 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.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>Example:<br>*Oral literature of a Ghanaian language -Folktale teaching (EG)*: Students have had lessons on folktale.<br>*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** |

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| outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | *Customs and institutions of a Ghanaian language - Kinship terms (JHS)*: Student teachers have families.<br><br>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<br><br>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.<br><br>Example:<br>*Oral literature of a Ghanaian language -Folktale teaching (EG)*:<br>LO- 6. 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).<br>LI-6.1. show their knowledge and skill in teaching oral literature in a Ghanaian Language.<br>6.2. factor in individual learner's diversity in planning and lessons delivery<br><br>*Oral literature of a Ghanaian language- Traditional songs (UP)*:<br>LO-2 demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14),<br>LI-2.1. appreciate oral literary texts of the Ghanaian.<br>*Customs and institutions of a Ghanaian language- Kinship terms (JHS)*:<br>LO- 2 demonstrate knowledge, understanding and the skills in the appreciation of customs and traditions of the Ghanaian. (NTS 2c: 13 & 3i:14).<br>LI- 2.1. appreciate customs and traditions of the Ghanaian through analysing and discussing their contents.<br><br>1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.<br><br>Example:<br>*Oral literature of a Ghanaian language*:<br>This course is taught at the three age phases (EG and UP), but its scope and content differ between | |

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| | the two levels. For example, at the EG level, the course treats how folktales are taught, the UP level focuses on traditional songs.<br>*Customs and institutions of a Ghanaian language (JHS):* This lesson focuses on the kinship terms used in a Ghanaian language.<br><br>1.7 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.<br>Example:<br>*Oral literature of a Ghanaian language (EG)*: Students may not be aware of the method to teach folktale and assess folktale in Ghanaian language.<br><br>*Oral literature of a Ghanaian language (UP)*: Student teachers may not know structure of the traditional songs of a Ghanaian language. They may not know how to sing the traditional songs.<br><br>*Customs and institutions of a Ghanaian language (JHS)*: Students may not be aware of the all the kinship terms in their Ghanaian language of study. | |
| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br>Examples:<br>*Oral literature of a Ghanaian language – Folktale teaching: (EG):*<br>• Folktale teaching: Teaching folktales of a Ghanaian language to Early Grade learner and issues to observe at STS<br>*Oral literature of a Ghanaian language – Traditional songs (UP):*<br>• Teaching the nature and structure of a Ghanaian language: what is the nature of traditional songs of a Ghanaian language.<br>*Customs and institutions of a Ghanaian language – Kinship terms (JHS):*<br>• Kinship terms: what are the kinship terms used in a Ghanaian language and things to look out for at STS. | **15 mins** |

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| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br><br>• Reading and discussion of the teaching and learning activities<br><br>• Noting and addressing areas where tutors may require clarification<br><br>• Noting opportunities for making links to the Basic School Curriculum<br><br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br><br>• 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<br><br>• Resources:<br>  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>Examples:<br>*Oral literature of a Ghanaian language – Folktale teaching (EG):*<br>• Watch a YouTube video of how folktales are taught to early grade learners<br>• Make PowerPoint presentation<br>*Oral literature of a Ghanaian language – Traditional songs (UP):*<br>• What a YouTube video of how traditional songs of a Ghanaian language are taught<br>• Make PowerPoint presentation<br>*Customs and institutions of a Ghanaian language – Kinship terms (JHS)*:<br>• Watch a YouTube video of how kinship terms of a Ghanaian language are taught<br>• Make PowerPoint presentation of how to teach kinship terms of a Ghanaian language<br><br>3.5 Suggest the various ways in which you will make the lesson GESI responsive<br><br>Examples:<br>*Oral literature of a Ghanaian language – Folktale teaching (EG):*<br>• Select a YouTube video that shows a female teacher teaching an EG class.<br>• Form mixed groups for group activities.<br>*Oral literature of a Ghanaian language – Traditional songs (UP):* | **40 mins** |

| literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability<br>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• 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.<br>• Form mixed groups for group activities.<br>*Customs and institutions of a Ghanaian language – Kinship terms (JHS):* Kinship terms of a Ghanaian language<br>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.<br>• Form mixed groups for group activities.<br><br>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.<br><br>Examples:<br>Folktale teaching (EG):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>   *YouTube video*: (digital literacy)<br><br>Traditional songs (UP):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>   *YouTube video*: (digital literacy)<br><br>Kinship terms (JHS):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy).<br><br>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)<br><br>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*). | |

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| | 3.10 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.) | |
| **4.** **Evaluation and review of session:**<br>• Tutors should Identifying critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>4.3 Read the PD and course manuals in preparation for the next PD session. | **15 mins** |

# Tutor PD Session for Lesson 6 in the Course Manual

Lesson titles:

- 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• 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.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>Example:<br>*Oral literature of a Ghanaian language – Types and themes in poetry (EG)*: Student teachers have had a course in written literature. | **20 mins** |

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

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| | 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) | |
| | *Customs and institutions of a Ghanaian language (JHS):* 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. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br><br>Examples:<br>*Oral literature of a Ghanaian language* – Types and themes in poetry *(EG):*<br>• Types and themes in poetry: Teaching of types and themes of poetry of a Ghanaian language and issues to observe at STS<br>*Oral literature of a Ghanaian language* – Symbols *(UP):*<br>• Traditional symbols of a Ghanaian language: what are the relevance of traditional symbols of a Ghanaian language?<br>*Customs and institutions of a Ghanaian language* – *Festivals (JHS):*<br>Festivals: Festivals celebrated in a particular Ghanaian language community and things to look out for at STS | **15 mins** |

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

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| 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<br><br>   ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br><br>• 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.<br>• Form mixed groups for group activities*.*<br>*Customs and institutions of a Ghanaian language – Festivals (JHS):*<br>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.<br>Form mixed groups for group activities.<br><br>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.<br><br>Examples:<br>Oral literature of a Ghanaian language - Types and themes in poetry (EG):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Oral literature of a Ghanaian language - Symbols (UP):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Customs and institutions of a Ghanaian language - Festivals (JHS):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy).<br><br>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)<br><br>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.) | |
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| **4. Evaluation and review of session:**<br>• Tutors should Identifying critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>4.3 Read the PD and course manuals in preparation for the next PD session. | **15 mins** |

| Age Levels/s: | Name of Subject/s: |
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| EG, UP and JHS | Ghanaian language |

# Tutor PD Session for Lesson 7 in the Course Manual

Lesson titles:

- 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 |
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| 1. **Introduction to the session**<br>- Review prior learning<br>- A critical friend to share findings for a short discussion and lessons learned<br>- Reading and discussion of the introductory sections of the | 1.1 Listen and respond to an icebreaker, and volunteer one if necessary.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br>Example:<br>*Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG)*:<br>Student teachers studied poetry appreciation before. They have studied literary devices before. | **20 mins** |

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

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| | 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.<br><br>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.<br><br>Example:<br>*Oral literature of a Ghanaian language*:<br>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).<br><br>*Customs and institutions of a Ghanaian language:* This lesson discusses the concept of culture, the factors that affect culture in modern times and culture preservation.<br><br>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.<br>Example:<br>*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):**<br>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being | 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.<br>Examples:<br>*Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG):*<br>• Analysing praise poetry: importance and benefits of praise poetry of a Ghanaian language and issues to observe at STS<br>*Oral literature of a Ghanaian language – Riddles and puzzles (UP):* | **15 mins** |

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| introduced in the lesson, which need to be explored with the SL/HoD<br><br>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors | • Riddles and puzzles: what are the differences and similarities between riddles and puzzles of a Ghanaian language?<br><br>*Customs and institutions of a Ghanaian language – Modern and changes in culture (JHS):*<br>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**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>Examples:<br>*Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG):*<br>• Watch a YouTube video of how the structure and importance of praise poetry of a Ghanaian language are taught<br>• Make PowerPoint presentation<br>*Oral literature of a Ghanaian language – Riddles and puzzles (UP):*<br>• Watch a YouTube video of how the differences riddles and puzzles of a Ghanaian language and their structures are taught<br>• Make PowerPoint presentation<br>*Customs and institutions of a Ghanaian language – Modern and changes in culture (JHS):* | **40 mins** |

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| to use continuous assessment to support student teacher learning<br>• Resources:<br> ○ 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<br> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• 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<br>• Make PowerPoint presentation.<br><br>3.5 Suggest the various ways in which you will make the lesson GESI responsive<br><br>Examples:<br>*Oral literature of a Ghanaian language – Analysing praise poetry: importance and benefits of praise poetry (EG):*<br>• Select a YouTube video that shows a male teacher teaching an EG class.<br>• Form mixed groups for group activities.<br>*Oral literature of a Ghanaian language – Riddles and puzzles (UP):*<br>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.<br>• Form mixed groups for group activities.<br>*Customs and institutions of a Ghanaian language – Modern and changes in culture (JHS):*<br>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.<br>• Form mixed groups for group activities.<br><br>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.<br>Examples:<br>Analysing praise poetry: importance and benefits of praise poetry (EG):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Riddles and puzzles (UP):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy) | |

| | Modern and changes in culture (JHS):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy).<br><br>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)<br><br>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*).<br><br>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.) | |
| **4. Evaluation and review of session:**<br>• Tutors should Identifying critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>4.3 Read the PD and course manuals in preparation for the next PD session. | **15 mins** |

**Age Levels/s:**
EG, UP and JHS

**Name of Subject/s:**
Ghanaian language

# Tutor PD Session for Lesson 8 in the Course Manual

Lesson titles:
- 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 |
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| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• 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.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>Example:<br>*Oral literature of a Ghanaian language – Traditional songs (EG)*:<br>Student teachers have been listening to songs.<br>*Oral literature of a Ghanaian language – Assessing the oral literature of a Ghanaian language (UP)*: | **20 mins** |

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

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*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

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**2. Concept Development (New learning likely to arise in lesson/s):**
- Identification and discussion of new learning, potential barriers to learning for

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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

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**15 mins**

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| student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD<br><br>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):*<br>• 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?<br>*Customs and institutions of a Ghanaian language – Assessing the customs and institutions of a Ghanaian language (JHS):*<br>• 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 and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills<br>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>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.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>Examples:<br>*Oral literature of a Ghanaian language – Traditional songs (EG):*<br>• Watch a YouTube video of how the features, types and importance of traditional songs of a Ghanaian are taught<br>• Make PowerPoint presentation<br>*Oral literature of a Ghanaian language – Assessing the oral literature of a Ghanaian language (UP):*<br>• Watch a YouTube video of how to teach the factors to consider when assessing the oral literature of UP learners are taught<br>• Make PowerPoint presentation | **40 mins** |

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| least two opportunities to use continuous assessment to support student teacher learning<br>• Resources:<br>  ○ 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<br>  ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *Customs and institutions of a Ghanaian language – Assessing the customs and institutions of a Ghanaian language (JHS):*<br>• Watch a YouTube video of how to teach the factors to consider when assessing the customs and institutions of JHS learners are taught<br>• Make PowerPoint presentation<br><br>3.5 Suggest the various ways in which you will make the lesson GESI responsive<br><br>Examples:<br>*Oral literature of a Ghanaian language – Traditional songs (EG):*<br>• Select a YouTube video that shows a male teacher teaching an EG class.<br>• Form mixed groups for group activities.<br>*Oral literature of a Ghanaian language – Assessing the oral literature of a Ghanaian language (UP):*<br>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.<br>• Form mixed groups for group activities.<br>*Customs and institutions of a Ghanaian language – Assessing the customs and institutions of a Ghanaian language (JHS):*<br>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.<br>• Form mixed groups for group activities.<br><br>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.<br><br>Examples:<br>Traditional songs (EG):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>Assessing the oral literature of a Ghanaian language (UP): | |

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| | *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy)<br><br>Assessing the customs and institutions of a Ghanaian language (JHS):<br>*Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy).<br><br>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)<br><br>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*).<br><br>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.) | |
| **4. Evaluation and review of session:**<br>• Tutors should Identifying critical friends to observe lessons and report at next session.<br>• 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.<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>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

Lesson titles:
- 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 |
|---|---|---|
| 1. **Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• 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.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>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?<br><br>1.4 Identify and discuss some distinctive features of the lessons. Eg: what is the distinctive scope of the lesson | **20 mins** |

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

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| | Topic: Preparations of TLMs to teach oral literature of a Ghanaian language<br><br>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.<br><br>Example 3<br>Customs and institutions of a Ghanaian language (JHS)<br><br>Topic: Preparations of TLMs to teach customs and institutions of a Ghanaian language.<br><br>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):**<br>• 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<br>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.<br><br>Some new concept<br><br>Examples 1:<br>Oral literature of a Ghanaian a language (EG)<br><br>• *Symbols*<br><br>Example 2:<br>Oral literature of a Ghanaian language (UP)<br><br>• *Preparing TLMs for teaching oral literature of a Ghanaian language*<br><br>Example 3:<br>Customs and institutions of a Ghanaian language (JHS)<br><br>• *Preparing TLMs to teach customs and institutions of a Ghanaian language*<br><br>2.2 In pairs discuss some teaching pedagogies that can be used to teach the lesson<br><br>• Some Teaching and learning Pedagogies<br><br>Example 1<br>Oral literature of a Ghanaian language (EG) | **15 mins** |

| | *Topic: Symbols* | |
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| | ▪ *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 | |
| | *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 teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>Examples of some Teaching and Learning Activities<br><br>Example 1<br>Oral literature of a Ghanaian language (EG)<br><br>Topic: *Symbols*<br><br>*TLAs*<br>▪ *Brainstorming*<br>▪ *Demonstration*<br><br>Example 2<br>Oral literature of a Ghanaian language (UP)<br><br>*Topic: Designing TLMs for teaching oral literature of a Ghanaian language*<br><br>*TLAs*<br>▪ *Practical activities*<br>▪ *Class discussions* | **40 mins** |

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| and ICT and 21<sup>st</sup> C skills<br>• 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<br>• Resources:<br>  ○ 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<br>  ○ guidance on any power point presentations, TLM or other resources which need to be developed | Example 3:<br>Customs and institutions of a Ghanaian language (JHS)<br><br>Topic: What is TLM(s)<br><br>   *TLAs*<br>   ▪ *Discussions*<br>   ▪ *Brainstorming*<br><br>3.2 Reflect on the content to be presented and ask for support or clarification on approaches to the concepts in a lesson.<br><br>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>Examples 1:<br>Oral literature of a Ghanaian language (EG)<br><br>Topic: *What are symbols*<br><br>• *Use PowerPoint presentation on symbols*<br><br>Example 2:<br>*Oral literature of a Ghanaian language (UP)*<br><br>*Topic: Using TLMs for the teaching and learning oral literature of a Ghanaian language*<br><br>• *Show a YouTube video on how TLMs are used to teach oral literature*<br><br>*Example 3:*<br>*Customs and institutions of a Ghanaian language (JHS)*<br><br>*Topic: Classifications of TLMs*<br><br>• *Use PowerPoint presentation on classifications of TLMs*<br><br>3.5 Discuss the various ways in which you will make the lesson GESI responsive | |

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

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

**Age Levels/s:**
EG, UP and JHS

**Name of Subject/s:**
Ghanaian language

# Tutor PD Session for Lesson 10 in the Course Manual

Lesson titles:
- 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 |
|---|---|---|
| **1. Introduction to the session**<br>- Review prior learning<br>- A critical friend to share findings for a short discussion and lessons learned<br>- Reading and discussion of the | Listen and respond to icebreaker.<br><br>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.<br><br>1.3 Read the introductory section of your respective lessons and discuss the learning outcomes (LOs) and learning indicators (LIs) | **20 mins** |

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

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.<br><br>Example 3<br>Customs and institutions of a Ghanaian language (JHS)<br>  Student teacher might not be aware of the JHS curriculum and interpreting its components | |
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| **2. Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br>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.<br><br>  Some New Concepts<br><br>  Examples 1:<br>Oral literature of a Ghanaian language *(EG):*<br><br>• Structure and style of puzzles<br><br>Example 2:<br>*Oral literature of a Ghanaian language (UP)*<br><br>  o  What to consider in interpreting the oral literature of a Ghanaian language component of the curriculum<br><br>Example 3:<br>Customs and institution of a Ghanaian language (JHS)<br>*Interpreting the customs, and institutions of a Ghanaian language component of the Ghanaian language curriculum* | **15 mins** |
| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br>Examples of Teaching and Learning Activities.<br><br>Example 1<br>Oral literature of a Ghanaian language (EG)<br><br>Topic<br>  Structure and style<br>  of puzzles | **40 mins** |

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

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

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

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

| Age Levels/s: | Name of Subject/s: |
|---|---|
| EG, UP and JHS | Ghanaian language |

# 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 |
|---|---|---|
| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• Reading and discussion of the introductory sections of the | 1.1 Listen and respond to an icebreaker.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you will build the lesson.<br><br>1.3 Read the introductory section of your respective lessons and up any concerns for discussion.<br><br>1.4 Discuss some distinctive scope of each lesson with the whole group.<br><br>Some distinctive scope of the lessons | **20 mins** |

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| lesson up to and including learning outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | Example 1:<br>Oral literature of a Ghanaian language (EG)<br><br>• *Methods and TLMs and planning for oral literature in early grade class.*<br><br>Example 2:<br>Oral literature of a Ghanaian language (UP)<br><br>• *Methods of teaching of the oral literature of a Ghanaian language*<br><br>Example 3:<br>Customs and institutions of a Ghanaian language<br><br>• *Methods of teaching the customs, and institutions of a Ghanaian language* | |
| 2. **Concept Development (New learning likely to arise in lesson/s):**<br>• 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<br> 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 pairs, identify and discuss some potential barriers that can impede learning<br><br>Possible Barriers to lesson<br><br>Example 1:<br>Oral literature of a Ghanaian language (EG)<br><br>*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.*<br><br>Example 2:<br>Oral literature of a Ghanaian language (UP)<br><br>*Student teacher may not be aware of the factors to consider to select appropriate method for teaching.*<br><br>Example 3:<br>Customs and institutions of a Ghanaian language (JHS)<br><br>*Student teachers may not know about things to consider before choosing a particular method.* | **15 mins** |

| | 2.2 Read and present to the whole group an oral summary of the major new content to be presented in your lesson.<br><br>Some new Concept<br><br>Examples 1:<br>Oral literature of a Ghanaian language (EG):<br><br>*Methods of teaching early grade learners' oral literature*<br><br>Example 2<br>Oral literature of a Ghanaian language (UP)<br><br>*Methods of teaching of the oral literature of a Ghanaian language*<br><br>Example 3<br>Customs and institution of a Ghanaian language (JHS)<br><br>*Methods of teaching the customs, and institutions of a Ghanaian language* | |
|---|---|---|
| **3. Planning for teaching, learning and assessment activities for the lesson/s**<br>• Reading and discussion of the teaching and learning activities<br>• Noting and addressing areas where tutors may require clarification<br>• Noting opportunities for making links to the Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion<br><br>Examples of Teaching and Learning Activities<br><br>Example 1:<br>Oral literature of a Ghanaian language (EG)<br><br>Topic:<br>Methods of teaching early grade learners' oral literature<br>  ▪ Brainstorming<br>  ▪ Discussion<br><br>Example 2:<br>Oral literature of a Ghanaian language (UP)<br><br>Topic: Concept and types of methods of teaching language<br><br>  ▪ Questions and answers<br>  ▪ Class discussions | **40 mins** |

| | | |
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| • 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<br>• Resources:<br>   o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability<br>   o guidance on any power point presentations, TLM or other resources which need to be developed to support learning<br>• Tutors should be expected to have a plan for the next | Example 3:<br>Customs and institutions of a Ghanaian (JHS)<br><br>Topic:<br>Importance of Methods of teaching<br><br>   ▪ Think-pair-share<br>   ▪ Group work<br><br>3.2 Ask for clarification from the group members on concepts from the lessons you did not understand.<br><br>3.3 Visit a partner school to observe teaching and learning practices. (STS)<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>How ICT can be used in the lesson.<br><br>Examples 1:<br>Oral literature of a Ghanaian language (EG)<br><br>*Topic:*<br>*Teaching of early grade learners' oral literature with TLMS*<br><br>*Show a YouTube video that teach how TLMs are used in teaching.*<br><br>Example 2<br>Oral literature of a Ghanaian language (UP)<br><br>Topic: Application of methods of teaching oral literature<br><br>Show a YouTube video that teach how different methods can be used in teaching.<br><br>Example 3<br>Customs and institution of a Ghanaian language (JHS)<br><br>*Topic: Importance of Methods of teaching*<br><br>*Make a PowerPoint presentation on importance of 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:<br>Oral literature of a Ghanaian language *(EG):* | |
| | *Topic: Teaching of early grade learners' oral literature with TLMS* | |
| | • Form mixed groups for group activities*.* | |
| | Example 2:<br>Oral literature of a Ghanaian language *(UP):* | |
| | *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:<br>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.<br>• 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 21$^{st}$ century skills | |
| | Suggested ways the content can develop the 21$^{st}$ century skills | |
| | Examples 1:<br>*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* | |
| | *Group work*: (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)<br>    *YouTube video*: (digital literacy) | |
| | 3.7 Use lesson content to design subject projects, and/or subject portfolio. (*Refer tutors to section 1.7 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<br>• Laptops<br>• Projectors<br>• Phones<br>• Ipad | |
| | 3.9 Assist tutors to learn how the available digital tools can be used. | |
| | How to use the available digital tools<br>• Prepare a PowerPoint presentation and project to the participants.<br>• 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. | 4.2 Indicate any outstanding issues relating to each lesson for discussion. | |
| • Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 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 |
|---|---|---|
| **1. Introduction to the session**<br>• Review prior learning<br>• A critical friend to share findings for a short discussion and lessons learned<br>• 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.<br><br>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.<br><br>1.3 Read the introductory section of each lesson your manual and discuss the Los and LIs.<br><br>Some learning outcomes (LOs) and learning indicators (LIs)<br><br>Example 1:<br><br>Oral literature of a Ghanaian language (EG) | **20 mins** |

| | | |
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| outcomes and indicators<br>• Overview of content and identification of any distinctive aspects of the lesson/s,<br>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.<br>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session | LO<br>*demonstrate knowledge and skills in assessing oral literature in a Ghanaian language. (NTS 3k-p: 14); (NTECF 4:42 & 46)*<br><br>LI<br>*exhibit knowledge and skills in assessing learners in oral literature in a Ghanaian language.*<br><br>Example 2:<br>Oral literature of a Ghanaian language (UP)<br><br>LO<br>*. 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).*<br><br>LI<br>*their awareness of the existing learning outcomes of learners*<br>*factor individual learner's diversity in planning and delivering lessons*<br><br>Example 3<br>Customs and institutions of a Ghanaian language (JHS)<br><br>LO<br>*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*<br><br>*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.<br><br>Some distinctive scope<br><br>Example 1:<br>Oral literature of a Ghanaian language *(EG)*:<br><br>- Assessment and lesson review<br><br>Example 2:<br>*Oral literature of a Ghanaian language (UP)*<br><br>- Preparation of an oral literature lesson/learning plan<br><br>Example 3:<br>Customs and institution of a Ghanaian language *(JHS)*<br>- *Preparation of a customs, and institutions lesson (learning) plan*<br><br>1.5 Discuss with the group some of the possible barriers that can impede the lesson delivery.<br><br>Some Possible Barriers that may impede lesson<br><br>Example 1<br>Oral literature of a Ghanaian language (EG)<br><br>*Topic: Assessment*<br>*and lesson review*<br><br>- *Student teacher might have not done co-teaching before.*<br><br>Example 2:<br>Oral literature of a Ghanaian language (UP)<br>*Topic: Preparation of an oral literature lesson/learning plan*<br><br>- *Student teachers may not have seen a lesson plan before*<br><br>Examples 3:<br>Customs and institutions of a Ghanaian language (JHS) | |

| | *Topic: Preparation of a customs, and institutions lesson (learning) plan* <br><br> • *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 Development (New learning likely to arise in lesson/s):** <br> • 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 <br> 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 pairs identify and discuss new concepts in the lesson. <br><br> Some new concept <br><br> Example 1: <br> Oral literature of a Ghanaian language (EG): <br><br> • *Assessment and lesson* <br> • *review* <br><br> Example 2: <br> Oral literature of a Ghanaian language (UP): <br><br> • *Concept of lesson plan* <br><br> Example 3: <br> Customs and institutions of a Ghanaian language (JHS) <br> • *Importance of language lesson plan* | **15 mins** |
| **3. Planning for teaching, learning and assessment activities for the lesson/s** <br> • Reading and discussion of the teaching and learning activities <br> • Noting and addressing areas where tutors may require clarification <br> • Noting opportunities for making links to the | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion <br><br> Examples of proposed teaching and learning activities <br><br> Example 1 <br> Oral literature of a Ghanaian language (EG) <br><br> Topic*: Assessment and lesson review* <br><br> • Brainstorming <br> • Discussion <br><br> Example 2: <br> Oral literature of a Ghanaian language (UP) | **40 mins** |

| | |
|---|---|
| Basic School Curriculum<br>• Noting opportunities for integrating: GESI responsiveness and ICT and 21$^{st}$ C skills<br>• 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<br>• Resources:<br>   ○ 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<br>   ○ guidance on any power point presentations, TLM or other resources which | *Topic: Factors to consider when designing an oral literature plan.*<br><br>   • *Brainstorming*<br>   • *Practical activity*<br>   • *Class discussion*<br><br>Example 3:<br>Customs and institutions of a Ghanaian language (JHS)<br><br> *Topic: Factors to consider when designing a lesson plan*<br><br>   • *Class discussion*<br>   • *Brainstorming*<br>   • *Questions and answer*<br><br>3.2 Ask the whole group for clarification on approaches to the concepts in a lesson.<br><br>3.3 Visit a partner school and observe teaching and learning practices. (STS)<br><br>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.<br><br>How ICT can be used in a lesson.<br><br>Examples 1:<br>Oral literature of a Ghanaian language (EG)<br><br> *Topic: Assessment and lesson review*<br><br>   • *Make PowerPoint presentation on assessment and lesson review and project it.*<br><br>*Example 2:*<br>*Oral literature of a Ghanaian language (UP)*<br><br>*Topic: Component of an oral literature lesson plan*<br>   • *Show a video from YouTube on oral literature*<br>   • *Make PowerPoint presentation on components of oral literature.*<br><br>*Example 3:*<br>Customs and institution of a Ghanaian language (JHS) | |

| | | |
|---|---|---|
| need to be developed to support learning<br>• Tutors should be expected to have a plan for the next lesson for student teachers | *Topic: Factors to consider when designing a lesson plan*<br><br>• *Show a video from YouTube on designing a lesson plan*<br>• *Make PowerPoint presentation on things to consider in preparing a lesson plan*<br><br>3.5 Suggest various ways in which the lesson can be GESI responsive<br><br>How to make the lesson GESI responsive<br><br>Example 1:<br>*Oral literature of a Ghanaian language (EG):*<br><br>*Topic: Assessment and lesson review*<br><br>• Pay attention to individual students.<br>• Form mixed groups for group activities*.*<br><br>Example 2<br>Oral literature of a Ghanaian language *(UP):*<br>*Topic: Concept of lesson plan*<br><br>• *Assign leadership roles for both males and females.*<br>• *Avoid using abusive words*<br>• *Form mixed groups for group activities.*<br><br>Example 3:<br>*Customs and institution of a Ghanaian language (JHS)*<br><br>*Topic: Definition of language lesson plan*<br><br>• *Form mixed groups for group activities.*<br>• *Pay attention to individual differences*<br><br>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.<br><br>How to develop the 21st century skills<br><br>Examples 1<br><br>Oral literature for a Ghanaian language (EG) | |

|  | *Topic: Assessment and lesson review*<br><br>*Questions and answers (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)*<br>*YouTube video: (digital literacy)*<br><br>Example 2<br>Oral literature of a Ghanaian language (UP)<br><br>*Topic: Component of an oral literature lesson plan*<br><br>*Class discussions: (communication, critical thinking and problem solving, cultural identity* and global citizenship)<br>    *YouTube video*: (digital literacy)<br><br>*Example 3*<br>*Customs and institutions of a Ghanaian language (JHS)*<br><br>*Topic: Factors to consider when designing a lesson plan*<br><br>*Brainstorming and discussions.* (Communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)<br>*YouTube video*: (digital literacy)<br><br>3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (*Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios*)<br><br>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*).<br><br>Some resources available<br>• Audio -visual<br>• Laptop<br>• Phones<br>• projectors<br><br>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:**<br>• Tutors should Identifying critical friends to observe lessons and report at next session.<br>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 4.1 State how the PD sessions have influenced your teaching by way of evaluation of the sessions<br><br>4.2 Indicate any outstanding issues relating to each lesson for discussion.<br><br>NB: Read the Year 4 Semester 2 PD and course manuals in preparation for the next PD session | **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**<br>• The first PD session of each semester introduces the course manual/s, course expectations and course assessment components<br>• 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 **s**essions 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,** i**ntegrating 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<br>1 per course per semester, individual or collaborative student teacher work. | SUBJECT PORTFOLIO<br>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<br>**Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project<br>**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.<br>**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*<br>**Or 2 items of work and**<br>**A mid semester assessment**: case study, reflective note, quiz.<br>* 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%**<br>**Weighting of individual parts of project out of 100**<br>   • **Introduction – 10**<br>   • **Methodology – 20**<br>   • **Substantive section – 40**<br>   • **Conclusion – 30** | **Overall weighting of project = 30%**<br>**Weighting of individual parts of portfolio out of 100**<br>**i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).**<br>**i(b) Presentation and organisation of portfolio 10%.**<br>     **OR**<br>**ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).**<br>**ii(b)Mid semester assessment 30%**<br>**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 21st C skills in teaching and learning | |

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|---|---|---|
| | Dr. Maxwell Kwesi Nyatsikor | University for Development Studies, Tamale |
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