Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Pedagogy and SEN Year 3 Semester 2

HANDBOOK FOR COORDINATORS





Wisdom, Knowledge and Prudence





The Government of Ghana







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Foreword

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

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

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

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

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

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

Robin Todd Executive Director, T-TEL February 2022

TABLE OF CONTENTS

Pedagogy	1
Special Education Needs (SEN) 10)9

Year Three Semester two

Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- 1. PEDAGOGY
- 2. SPECIAL EDUCATION NEEDS
- The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. *Therefore, it is critical that what SWL write provides a direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development.*
- The sessions need to provide *the PD* opportunity for tutors to fully understand what they need to teach and to planning together to make sure the new B.Ed. courses are taught well
- Developments since the manuals were written require SWL to add additional detail to sessions. Specifically, this means a focus on:
 - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
 - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
 - National Teacher Education Assessment Policy (NTEAP)
 - the three assessment components *for the semester* for EACH course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example portfolio and project assessment components if these are not written into the course manuals (See Appendix 2: Course Assessment Components at a Glance).
- The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
 - there will be subject specialists writing for each subject
 - where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject
 - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- STS is six days in year 2 Semester 1 and involves observation and working with small groups subjects should include STS activities
- SL/HoD need to have details of the resources needed for the activities
- Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.

Age Levels/s:

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to	1a	1a	20 mins
the semester – in	1.1 Welcome tutors and	1.1 Participate in the	
 session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of 	begin the PD session with an icebreaker. 1.2 Ask tutors to do self- introduction, after which you inform them	icebreaker to prepare you for the PD session. 1.2 Do a self-introduction and welcome newly appointed tutors (if	
subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the	of newly appointed tutors where applicable. 1.3 Ask tutors to read the purpose of the specialisms (EG, UP, and JHS).	any). 1.3 Read the course manuals the purpose of the specialisms (EG, UP, and JHS).	
subject/s, age levels/s.	NB: Early Grade (KG1-P3) This specialism seeks to use a thematic approach to training and equipping	NB: Early Grade (KG1-P3) This specialism seeks to use a thematic approach to training and equipping	

•	Introduction to	student teachers with	student teachers with	
	the course	developmentally	developmentally	
	manual/s	appropriate practices that	appropriate practices that	
•	Overview of	promote play-based	promote play-based	
	course learning	learning.	learning.	
	outcomes			
•	Introduction to	NB: Upper Primary (P4-P6)	NB: Upper Primary (P4-P6)	
	the two	This specialism seeks to	This specialism seeks to	
	continuous	equip student teachers to	equip student teachers to	
	assessment	be class teachers, teach all	be class teachers, teach all	
		the subjects of the Basic	the subjects of the Basic	
	components to	School Curriculum, and	School Curriculum, and	
	be undertaken in		-	
	each subject	support the learning and	support the learning and	
	during the	development of middle	development of middle	
	semester (See	childhood learners.	childhood learners.	
1	Course			
	Assessment	NB: JHS	NB: JHS	
	Components at a	This specialism seeks to	This specialism seeks to	
	Glance Appendix	equip student teachers with	equip student teachers with	
	2) NB in subjects	specialist subject knowledge	specialist subject knowledge	
	where there are	and the ability to address the	and the ability to address the	
	no assessment	developmental needs of	developmental needs of	
	components in	learners in early adolescence.	learners in early adolescence.	
	the course			
	manuals	NB: Inform tutors of the		
	examples will	various courses for PD		
	need to be	sessions for the semester as		
	provided for	follows:		
	SL/HoD.	Guidance and		
	56/1100.	Counselling for Early		
1/h) Introduction to	Grade;		
-	e session	Guidance and		
		Counselling for Upper		
•	Review prior	Primary;		
	learning	• Guidance and		
•	Reading and	Counselling for Junior		
	discussion of the	High School.		
	introductory	riigii School.		
	sections of the	1.4 Ask tutors to	1.4 Read the introductory	
	lesson up to and	individually read the	sections of the course	
	including	introductory sections of	manual for EG, UP, and	
	learning	the course manual for	JHS and discuss the goal	
	outcomes and	EG, UP, and JHS and	for the course, key	
	indicators		contextual factors,	
•	Overview of	discuss the goal for the	course description, core	
1	content and	course, key contextual	-	
	identification of	factors, course	and transferable skills,	
		description, core and	cross-cutting issues,	
	any distinctive	transferable skills, cross-	including GESI and ICT.	

aspects of the	cutting issues including	
aspects of the lesson/s, NB The guidance for	cutting issues, including GESI and ICT.	
SL/HoD should	N/B: Remind tutors to take	
identify and address	critical note of all NTS	
any areas where	references identified in the	
tutors might require	course manual.	
clarification on any		
aspect of the lesson.	1.5 In pairs, ask tutors to	1.5 Read and discuss the
NB SL/HoD should	read and discuss the	CLOs and the CLIs in the
ask tutors to plan for	CLOs and the CLIs in the	introductory aspect of
their teaching as	introductory aspect of the course manual.	the course manual.
they go through the PD session	E.g. of CLO	E.g. of CLO
r D 36331011	Demonstrate a clear	Demonstrate a clear
	knowledge, understanding	knowledge, understanding
	and use of guidance	and use of guidance
	services, communication	services, communication
	skills, and counselling	skills, and counselling
	techniques, including online	techniques, including online
	resources for counselling	resources for counselling
	(NTECF p.68; NTS 3c, 3d).	(NTECF p.68; NTS 3c, 3d).
	E.g. of CLIs	E.g. of CLIs
	• Explain each of the	Explain each of the
	guidance services;	guidance services;
	Enumerate the	Enumerate the
	communicative skills	communicative skills
	required of a good	required of a good
	counsellor of EG, UP,	counsellor of EG, UP,
	and JHS school learners.	and JHS school learners.
	Discuss some	Discuss some
	counselling techniques	counselling techniques
	used by counsellors, including online	used by counsellors, including online
	resources for	resources for
	counselling learners in	counselling learners in
	inclusive EG, UP, and	inclusive EG, UP, and
	JHS schools.	JHS schools.
	1 Classifications is	
	1.6 Lead tutors to	1.6 Brainstorm how the
	brainstorm how the CLOs and CLIs relate to	CLOs and CLIs relate to the relevant previous
	the relevant previous	knowledge of student
	knowledge of student	teachers.
	teachers.	

17 Ack tutors to identify	1.7 Identify and discuss the
 1.7 Ask tutors to identify and discuss the lessons to be discussed in the course manual for the semester. E.g. Conceptual and Historical Issues in Guidance and 	 1.7 Identify and discuss the lessons to be discussed in the course manual for the semester. E.g. Conceptual and Historical Issues in Guidance and
Counselling;Guidance Services;Communication Skills in Counselling.	Counselling; • Guidance Services; • Communication Skills in Counselling.
1.8 Ask tutors to read and discuss the subject project and subject portfolio assessment components of the course manual and compare them with the requirements in the NTEAP.	1.8 Read and discuss the subject project and subject portfolio assessment components of the course manual and compare them with the requirements in the NTEAP.
 E.g., Subject Project individual and group assignments; projects; quizzes (including mid- semester quiz). 	 E.g. Subject Project individual and group assignments; projects; quizzes (including mid- semester quiz).
Subject Portfolio Subject Project Write a 10-paged double spaced project report on guidance services provided in a school you visited for STS. Reflect and discuss the challenges faced by the school in providing guidance services and suggest innovative ways to address them. Submit project at the end of the fifth week for assessment.	Subject Project Write a 10-paged double spaced project report on guidance services provided in a school you visited for STS. Reflect and discuss the challenges faced by the school in providing guidance services and suggest innovative ways to address them. Submit project at the end of the fifth week for assessment.

 NB (Subject Project) Overall weighting of project = 30% Weighting of individual parts of the project out of 100 Introduction - 10 Methodology - 20 Substantive section - 40 Conclusion - 30 	 NB (Subject Project) Overall weighting of project = 30% Weighting of individual parts of the project out of 100 Introduction - 10 Methodology - 20 Substantive section - 40 Conclusion - 30 	
NB (Subject Portfolio) Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). I(b) Presentation and organisation of portfolio 10%. <i>OR</i> ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b)Mid-semester assessment 30% ii©Presentation and organisation of portfolio 10% NB: Encourage tutors to be conversant with: • The scope of the subject project and subject portfolio. • The percentage or weight distributions. • Alternative tools for CA.	NB (Subject Portfolio) Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%. <i>OR</i> ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b)Mid-semester assessment 30% ii(c)Presentation and organisation of portfolio 10%	

1b. PD Session 1	1b. PD Session 1
10. PD 56551011 1	
 1.9 Ask tutors to share their experiences during the previous semester's PD sessions and in-class activities, including challenges faced. E.g., Challenges Faced Unstable or no internet connectivity for online lessons. Students not having internet data. Lack of co-operation on the part of tutors to attend PD sessions. NB: Note the challenges and lead tutors to address them. 	 1.9 Share your experiences during the previous semester's PD sessions and in-class activities, including challenges faced. E.g., Challenges Faced Lack of co-operation on the part of tutors to attend PD sessions. Unstable or no internet connectivity for online lessons.
 1.10 Lead tutors to discuss their observations about STS activities. E.g. The general conduct of 	 1.10 Discuss your observations about STS activities for the previous semester. E.g. The general conduct of
 The general conduct of STS activities; How were student teachers equipped to use the various teaching strategies and skills during STS? Attitude of student teachers and mentors towards STS. 	 The general conduct of STS activities; How were student teachers equipped to use the various teaching strategies and skills during STS? Attitude of student teachers and mentors towards STS.
1.11 Ask tutors to tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom work in STS work in year 4 semester 1. (<i>Collect a</i> <i>few examples for</i> <i>discussion</i>)	1.11 Tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom work in STS work in year 4 semester 1.

	Ask tutors to read and discuss the introductory section of Lesson 1, including the Los and Lis in the course manual for EG, UP, and JHS. 1.12 Ask tutors to read the overview of the content of Lesson 1 for EG, UP, and JHS and identify any distinctive aspects of the lesson. NB: Distinctive aspects include: Meaning, purpose, and objectives of Guidance and Counselling; Misferences and similarities between Guidance and Counselling; History of Guidance and Counselling and how it started in Ghana; Misconceptions of Guidance and Counselling in EG, UP, and JHS.	 1.12 Read and discuss the introductory section of Lesson 1, including the Los and LIs in the course manual for EG, UP, and JHS. Read the overview of the content of Lesson 1 for EG, Up, and JHS, and identify any distinctive aspects of the lesson. NB: Distinctive aspects include: Meaning, purpose, and objectives of Guidance and Counselling; Differences and similarities between Guidance and Counselling; History of Guidance and Counselling and how it started in Ghana; Misconceptions of Guidance and Counselling in EG, UP, and JHS. 	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Ask tutors to use think pair share to explain the need for Lesson 1 and its involvement.	2.1 Use think-pair-share to explain the need for Lesson 1 and what it involves.	15 mins
 Identification and discussion of new learning, potential barriers to learning for student teachers 	2.2 Ask tutors to identify and discuss new concepts learned in Lesson 1 for EG, UP, and JHS.	2.2 Identify and discuss new concepts learned in Lesson 1 for EG, UP, and JHS.	

concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 Meaning, purpose, and objectives of Guidance and Counselling; Differences and similarities between Guidance and Counselling; History of Guidance and Counselling; Beginnings of Guidance and Counselling in Ghana Misconceptions of Guidance and Counselling. NB Anticipate questions from tutors for clarification. For E.g. What are some of the misconceptions of and barriers to Guidance and Counselling? NB: Guide tutors to discuss the possible answers to the anticipated questions, considering GESI, ICT, and 21C skills. Expected answers Counselling is only for major issues or people who are vulnerable; People who go for counselling are emotionally damaged; Counselling is for people who have no one to talk to; Admitting that you need help and going for counselling means you are weak; 	 Meaning, purpose, and objectives of Guidance and Counselling; Differences and Similarities between Guidance and Counselling; Beginnings of Guidance and Counselling in Ghana; Misconceptions of Guidance and Counselling.
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 help or will make the situation worse; The counsellor does not know me, so he or she cannot be of help. Counselling is endless. 2.4 In mixed-gender groups (where applicable), ask tutors to discuss and share potential barriers to teaching and learning the new concepts. E.g. of Barriers Students not participating in online lessons; Weak prior knowledge, Lack of appropriate resources, Lack of opportunity to use ICT due to failure of electric power (lightsout), bad/weak network, unavailability of internet bundle for students, Inadequate contact time as a result of other of tutors. 2.5 Ask tutors to select an 	 2.4 In your groups, share and discuss potential barriers to teaching and learning the new concepts. E.g. of Barriers Students not participating in online lessons. Inadequate contact time as a result of other official engagements of tutors. Lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students, 2.5 Select an elbow partner	
 2.5 Ask tutors to select an elbow partner to discuss and share new pedagogies and how they could be used to teach Lesson 1. E.g. Mixed-gender/mixed-ability group project and power-point presentation; pyramid discussion; shower thoughts; think-pair-share; reflective notes; concept mapping. 	 2.5 Select an elbow partner to discuss and share new pedagogies and how they could be used to teach Lesson 1. E.g. Mixed-gender/mixed- ability group project and power-point presentation; shower thoughts; think- pair-share; concept mapping. 	

	 2.6 Ask tutors to share their teaching philosophy and briefly describe how it can be applied during the in-class activities for Lesson 1, bearing in mind issues on GESI, ICT, and 21st Century skills. E.g., Teaching Philosophy "My teaching philosophy is that learners learn best when they are actively involved in learning activities in a conducive learning environment with varied but appropriate learning resources". 	2.6 Share your teaching philosophy, indicate why you hold such a philosophy, and describe how you will apply it during in-class activities for Lesson 1, bearing in mind issues on GESI, ICT, and 21 st Century skills.	
3. Planning for	3.1 Ask tutors in mixed-	2.1 In your ground, road and	
teaching,	gender groups (where	3.1 In your groups, read and discuss the teaching and	
learning and	applicable) to read and	learning activities for	
assessment	discuss the teaching and	Lesson 1 by the	
activities for the	learning activities for	provision is made for	
lesson/s	Lesson 1, ensuring that	student teachers with	
 Reading and 	provision is made for	SEN; active involvement	
discussion of the	student teachers with	of student teachers;	
teaching and	SEN; active involvement	even distribution of	
learning activities	of student teachers;	roles to both gender in	
 Noting and addressing areas 	even distribution of roles to both gender in	group activities (where applicable); and even	
addressing areas where tutors may	group activities (where	distribution of questions	
require	applicable); and even	to all categories of	
clarification	distribution of questions	learners based on	
 Noting 	to all categories of	gender, ability, previous	
opportunities for	learners based on	experience, etc.	
making links to	gender, ability, previous		
the Basic School	experience, etc.		
Curriculum	NB:	NB:	
Noting	Refer to NTS 1a, 1b, 1c, 1d,	Refer to NTS 1a, 1b, 1c, 1d,	
opportunities for	2b, 2e, 2f, 3b, 3c.	2b, 2e, 2f, 3b, 3c.	
integrating: GESI		2.2 Coloct on albour name	
responsiveness	3.2 Ask tutors to select an	3.2 Select an elbow partner,	
and ICT and 21 st C	elbow partner, read the suggested activities in	read the suggested activities in the course	
skills	the course manual for	manual for EG, UP, and	
		manual 101 EG, 0P, allu	

			- · · · · ·	
•	Reading,	EG, UP, and JHS, and	JHS, and identify areas	
	discussion, and	identify areas that need	that need clarification.	
	identification of	clarification.		
	continuous	3.3 Ask tutors to use the	3.3 Use the think-pair-share	
1	assessment	think-pair-share	technique to identify	
	opportunities in	-		
	the lesson. Each	technique to identify	some pedagogies and	
	lesson should	some pedagogies and	discuss how they will	
	include at least	discuss how they will	enhance the learning of	
	two	enhance the learning of	the concepts,	
	opportunities to	the concepts,	considering issues on	
	use continuous	considering issues on	GESI, ICT, and 21stC	
	assessment to	GESI, ICT, and 21stC	skills.	
	support student	skills.		
	teacher learning	E.g.	E.g.	
•	Resources:	 Using pyramid 	 Using pyramid 	
	 links to the 	discussion, shower	discussion, shower	
	existing PD	thoughts and think-pair-	thoughts and think-pair-	
	Themes, such	share will help generate	share will help generate	
	as action	many ideas from	many ideas from	
	research,	student teachers on	student teachers on	
	questioning,	concepts being learned.	concepts being learned.	
	and other	 Using reflective notes 	 Using reflective notes 	
	external	will develop the skills of	will develop the skills of	
	reference	student teachers during	student teachers during	
	material:	STS and as reflective	STS and as reflective	
	literature, on	practitioners.	practitioners.	
	the web,	Mixed-gender/mixed	Mixed-gender/mixed	
	YouTube,	ability group work and	ability group work and	
	physical	powerpoint	powerpoint	
	resources,	presentations will	presentations will	
	PowerPoint;	enhance the skills of	enhance the skills of	
	how they	student teachers in	student teachers in	
	should be	creativity, critical	creativity, critical	
1	used.	thinking, collaboration,	thinking, collaboration,	
	Consideration	communication, and	communication, and	
	needs to be	ICT.	ICT.	
		• The use of projects will	• The use of projects will	
	given to local	help develop the inquiry	help develop the inquiry	
1	availability	skills and digital literacy	skills and digital literacy	
1	 guidance on 	of student teachers.	of student teachers.	
1	any power	-		
1	point	3.3 Ask tutors to discuss the	3.3 Discuss practical ways	
1	presentations,	practical ways student	student teachers could	
1	TLM or other	teachers could apply the	apply the understanding	
	resources	concepts in Guidance	of the concepts in	
1	which need to	and Counselling during	Guidance and	
	be developed	STS.	Counselling during STS.	

to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	 3.4 Lead tutors to discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities. <i>E.g. GESI Issues</i> <i>Involving all learners,</i> <i>including those with</i> <i>SEN, in undertaking</i> <i>leadership roles in class</i> <i>and group activities;</i> <i>Females playing the role</i> <i>of males in a role play</i> <i>and vice versa (where</i> <i>applicable);</i> <i>Opportunities for both</i> <i>genders to be group</i> <i>leaders and secretaries;</i> <i>ICT Skills</i> <i>Designing powerpoint</i> <i>slides for individual and</i> <i>group presentations;</i> <i>Using mobile phones</i> <i>and other handheld ICT</i> <i>tools to surf the internet</i> <i>for information</i> <i>21st Century Skills</i> <i>Assigning specific tasks</i> <i>to both genders (where</i> <i>applicable) in group</i> <i>activities to ensure</i> <i>collaboration, critical</i> <i>thinking, creativity, etc.</i> 3.5 Ask tutors to read the assessment section in the EG, UP, and JHS course manual and 	 3.4 Discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities. <i>E.g. GESI Issues</i> Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities; Females playing the role of males in a role play (where applicable); Opportunities for both genders to be group leaders and secretaries; ICT Skills Designing powerpoint slides for individual and group presentations; Using mobile phones and other handheld ICT tools to surf the internet for information; 21st Century Skills Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc. 3.5 Read the assessment section in the course manual and discuss how they align with the 	
	discuss how they align with the NTEAP. <i>E. g.</i> Subject Portfolio: <i>Mixed-gender or mixed-</i> <i>ability group project (two-</i> <i>paged) on trends in the</i>	NTEAP.	

development of Guidance		
development of Guidance		
and Counselling.		
Subject Project:		
Mixed-gender or mixed-		
ability group powerpoint		
presentation on differences		
and similarities between		
Guidance and Counselling.		
NB:		
These two assessments		
could also be used to build		
student teachers' portfolios.		
3.6 Ask tutors to identify the	3.6 Identify the links to the	
links to the existing PD	existing PD Themes and	
Themes and YouTube	YouTube links and	
links and discuss how	discuss how they could	
they could be used.	be used.	
E.g.	E.g.	
Make use of sign language	Make use of sign language	
experts, braille, tactile	experts, braille, tactile	
materials (where necessary)	materials (where	
Refer to: Creative	necessary).	
Approaches (Theme 1);	Refer to: Creative	
Questioning (Theme 2); Talk	Approaches (Theme 1);	
for Learning (Theme 3);	Questioning (Theme 2); Talk	
Group Work (Theme 4);	for Learning (Theme 3);	
	Group Work (Theme 4);	
Teaching and Learning	Teaching and Learning	
Materials (Theme 5).	Materials (Theme 5).	
Use the following links and	Use the following links and	
others to download relevant	others to download relevant	
YouTube videos for:	YouTube videos for:	
Function and Scope of	Function and Scope of	
<i>Guidance and Counselling</i>	Guidance and Counselling	
https://www.youtube.com/	https://www.youtube.com/	
watch?v=Xqf2GzrXxjY	watch?v=Xqf2GzrXxjY	
Accessed 21/09/2021	Accessed 21/09/2021	
Purpose of Counselling	Purpose of Counselling	
https://www.youtube.com/	https://www.youtube.com/	
watch?v=0gRocvGP-qo	watch?v=0gRocvGP-qo	
Accessed 21/09/2021	Accessed 21/09/2021	
Differences between	Differences between	
Guidance and Counselling	Guidance and Counselling	
https://www.youtube.com/	https://www.youtube.com/	
<u>watch?v=y3ZeftNjNjk</u>	watch?v=y3ZeftNjNjk	
 Accessed 21/09/2021	Accessed 21/09/2021	

	3.7 Ask tutors in groups to	3.7 In your groups, discuss	
	discuss the assessment strategies ('as', 'for' and	the assessment strategies ('as', 'for' and	
	'of') to be used during	fof') to be used during	
	the lesson's teaching.	the lesson's teaching.	
	NB: Continuous assessment	NB: Continuous assessment	
	activities (assignments,	activities (assignments,	
	quizzes, group	quizzes, group	
	presentations, etc.) should be used for subject projects	presentations, etc.) should	
	and build subject portfolios.	be used for subject projects and build subject portfolios.	
	ana buna subject portjonos.		
	3.8 Ask tutors in mixed-	3.8 In your groups, design a	
	gender groups (where	sample of assessment	
	applicable), design a	items in line with the	
	sample of assessment items in line with the	LOs for Lesson 1 and	
	LOs for Lesson 1, and	share with members.	
	share with members.		
4. Evaluation and	4.1 Ask tutors to share their	4.1 Share your views on the	15 mins
review of	views on the key issues	key issues discussed	
session:	discussed during the PD session, taking into	during the PD session,	
 Tutors need to identify critical 	consideration the	taking into consideration the	
friends to	following and make	following and make	
observe lessons	notes that will assist	notes that will assist	
and report at	them to teach Lesson 1:	them to teach Lesson 1:	
next session.	 clarity of content; 	 clarity of content; 	
Identifying and	• GESI;	• GESI;	
addressing any	ICT integration;	ICT integration;	
outstanding issues relating to	 21st Century Skills (NTS 1a, 3i) 	 21st Century Skills (NTS 1a, 3i) 	
the lesson/s for			
clarification	4.2 Ask tutors to identify	4.2 Point outstanding	
	outstanding issues	issues relating to Lesson	
	relating to Lesson 1 to	1 to be addressed or	
	be addressed or	clarified.	
	clarified. NB:		
	 Take note of all 		
	outstanding issues that		
	may need further		
	research or consultation		
	and use any of these		
	two ways to achieve		
	that:		

ГТ		
-	Post outstanding issues	
	on WhatsApp or	
	Telegram platforms for	
	discussion.	
-	Ask tutors to undertake	
	research on outstanding	
	issues for discussion	
	during the next PD	
	session.	
	Remind tutors to make	
	effective use of their	
	teaching philosophy	
	during in-class activities.	
	-	
•	Encourage tutors to	
	identify a critical friend	
	from the course area or	
	related course area to	
	observe their lesson for	
	discussion during the	
	next PD session.	
•	Encourage tutors to	
	read Lesson 2 in	
	preparation for the next	
	PD session.	
I		

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

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of 	 1.1 Welcome tutors and use a relevant icebreaker to get them ready for the PD session. 1.2 Ask tutors to share their views on the usefulness of the previous PD session and how it helped deliver Lesson 1. 1.3 Ask tutors to tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1. 	 1.1 Participate in the icebreaker to prepare for the PD session. 1.2 Share your views on the usefulness of the previous PD session and how it helped deliver Lesson 1. 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. 	20 mins

Tutor PD Session for Lesson 2 in the Course Manual

 (Collect a few examples for discussion) 1.4 Ask a critical friend who observed a lesson to share findings for a brief discussion. 1.5 Ask tutors to share their experiences, including challenges faced during the delivery of Lesson 1. <i>E.g., Challenges Faced</i> Unstable or no internet connectivity for online lessons. Students not having internet data. Lack of co-operation on the part of tutors to attend PD sessions. NB: Note the challenges and lead tutors to address them. 	 1.4 Share findings on a lesson you observed for a brief discussion. 1.5 Share your experiences, including challenges faced during the delivery of Lesson 1. <i>E.g., Challenges Faced</i> Lack of co-operation on the part of tutors to attend PD sessions. Unstable or no internet connectivity for online lessons. 	
1.6 Ask tutors to read and discuss the introductory sections of Lesson 2, including LOs and LIs in the course manual for EG, UP and JHS.	1.6 Read and discuss the introductory sections of Lesson 2, LOs and LIs in the course manual for EG, UP and JHS.	
 1.7 Ask tutors to read the overview of Lesson 2 in the course manual for EG, UP and JHS, and identify the distinctive aspects. E.g., Distinctive aspects Principles of Guidance and Counselling; Types of Counselling; Role of teachers and parents in Guidance and Counselling in schools (EG, UP, & JHS). 	 1.7 Read the overview of Lesson 2 in the course manual for EG, UP and JHS, and identify the distinctive aspects. <i>E.g., Distinctive aspects</i> <i>Principles of Guidance</i> and Counselling; <i>Types of Counselling;</i> <i>Role of teachers and</i> parents in Guidance and Counselling in schools (EG, UP, & JHS). 	
	 for discussion) 1.4 Ask a critical friend who observed a lesson to share findings for a brief discussion. 1.5 Ask tutors to share their experiences, including challenges faced during the delivery of Lesson 1. <i>E.g., Challenges Faced</i> Unstable or no internet connectivity for online lessons. Students not having internet data. Lack of co-operation on the part of tutors to attend PD sessions. NB: Note the challenges and lead tutors to address them. 1.6 Ask tutors to read and discuss the introductory sections of Lesson 2, including LOs and LIs in the course manual for EG, UP and JHS. 1.7 Ask tutors to read the overview of Lesson 2 in the course manual for EG, UP and JHS, and identify the distinctive aspects. <i>E.g., Distinctive aspects</i> <i>Principles of Guidance and Counselling;</i> <i>Types of Counselling;</i> <i>Role of teachers and parents in Guidance and Counselling in</i> 	for discussion)1.4 Ask a critical friend who observed a lesson to share findings for a brief discussion.1.4 Share findings on a lesson you observed for a brief discussion.1.5 Ask tutors to share their experiences, including challenges faced during the delivery of Lesson 1. E.g., Challenges Faced1.5 Share your experiences, including challenges faced during the delivery of Lesson 1. E.g., Challenges Faced• Unstable or no internet connectivity for online lessons.1.5 Share your experiences, including challenges faced during the delivery of Lesson 1. E.g., Challenges Faced• Unstable or no internet connectivity for online lessons.1.6 Co-operation on the part of tutors to attend PD sessions.• Lack of co-operation on the part of tutors to attend PD sessions.• Unstable or no internet connectivity for online lessons.• Lack of co-operation on the part of tutors to attend PD sessions.• Lack of co-operation on the part of tutors to attend PD sessions.• Lack of co-operation on the part of tutors to attend PD sessions.• Unstable or no internet connectivity for online lessons.• Lack of co-operation on the course manual for EG, UP and JHS.• A Read and discuss the introductory sections of Lesson 2, LOS and LIs in the course manual for EG, UP and JHS, and identify the distinctive aspects.• I.7 Read the overview of Lesson 2 in the course manual for EG, UP and JHS, and identify the distinctive aspects.• Principles of Guidance and Counselling;• Types of Counselling; • Types of Counselling; • Types of Counselling; • Types of Counselling in

2 Concept	2.1 Ack tutors to coloct an	2.1 Coloct on albour partner	15 mins
2. Concept	2.1 Ask tutors to select an	2.1 Select an elbow partner to discuss the need for	T2 min2
Developmen			
(New learnin	-	Lesson 2 and what it	
likely to arise	e in and what it involves.	involves.	
lesson/s):			
 Identification 	and 2.2 Ask tutors to use think-	2.2 Use think-pair-share to	
discussion of	new pair-share to identify	identify and discuss new	
learning,	and discuss new	concepts to be learned	
potential bar	riers concepts to be learned	in Leon 2 for EG, UP and	
to learning fo	r in Lesson 2 for EG, UP	JHS.	
student teach			
or students,	E.g.	E.g.	
concepts or	 Principles of Guidance 	• Principles of Guidance	
pedagogy bei		and Counselling;	
introduced in	5		
	// 5/ 5/	Types of Counselling;	
lesson, which	· · · , · · · · · · ·	Role of teachers and	
need to be	parents in rendering	parents in rendering	
explored with		Guidance and	
SL/HoD	Counselling services in	Counselling services in	
NB The guidance		schools (EG, UP, & JHS).	
SL/HoD should se	INB		
out what they ne	ed		
to do to introduc	from tutors for		
and explain the	clarification.		
issues/s with tut	ors E.g. What are some of		
	-		
	the roles of parents in		
	rendering guidance and		
	counselling in schools		
	(EG, UP and JHS)?		
	Guide tutors to discuss		
	the possible answers to		
	the anticipated		
	questions, considering		
	GESI, ICT, and 21C skills.		
	Expected answers		
	• As home educators,		
	parents should provide		
	basic care and guidance		
	towards the good		
	behaviour and		
	development of		
	children;		
	,		
	 Parents should keep the school staff informed of 		
	school staff informed of		
	their children's progress		
	and significant events		

T		1	
	that may affect the		
	learning of their		
	children;		
	• Parents should help the		
	school in teaching		
	children proper		
	attitudes like self-		
	discipline, self-control,		
	honesty, dignity, among		
	other good moral		
	values;		
	 Parents should 		
	encourage and motivate		
	their children to avail		
	themselves of guidance services in schools.		
	Services III Schools.		
	2.2 Ack tutors in privad	2.3 In your groups identify	
	2.3 Ask tutors in mixed-	2.3 In your groups, identify potential	
	gender groups (where	misconceptions and	
	applicable) to identify	-	
	potential	barriers to learning for student teachers and	
	misconceptions and		
	barriers to learning for	discuss how they could	
	student teachers and	be addressed.	
	discuss how they could		
	be addressed.		
	E.g. of Misconceptions	E.g. of Misconceptions	
	• Parents are not trained	Parents are not trained	
	counsellors, so they have	counsellors, so they have	
	no business in offering	no business in offering	
	Guidance and	Guidance and	
	Counselling.	Counselling.	
	E.g. of Barriers	E.g. of Barriers	
	• Large class size;	• weak prior knowledge of	
	• weak prior knowledge of	student teachers;	
	student teachers;	 lack of opportunity to 	
	• lack of appropriate	use ICT due to failure of	
	resources,	electric power (lights-	
	 lack of opportunity to 	out), bad/weak network,	
	use ICT due to failure of	unavailability of internet	
	electric power (lights-	bundle for students,	
	out), bad/weak network,	• students not	
	unavailability of internet	participating in online	
	bundle for students,	lessons;	
	 students not 	 inadequate contact time 	
		as a result of other	
	participating in online		
	lessons;		

	 inadequate contact time as a result of other official engagements of tutors. 2.4 Ask tutors to use think- pair-share to identify the pedagogies for teaching Lesson 2 as outlined in the course manual for EG, UP and JHS. 	official engagements of tutors. 2.4 Use think-pair-share to identify the pedagogies to teach Lesson 2 as outlined in the course manual for EG, UP and JHS.	
	 E.g. Mixed-gender/mixed- ability group work and PowerPoint presentation; Role-play and Simulation; Reflective notes. 2.5 Ask tutors to share their teaching philosophy and briefly describe how it can be applied during the in-class activities for Lesson 2, bearing in mind issues on GESI, ICT, and 21st Century skills. E.g. of Teaching Philosophy "Effective learning takes place when the classroom environment is a safe, caring community where learners are free to interact with teachers, peers and varied bur appropriate learning resources, and are guided to understand concepts through active participation 	 E.g. Mixed-gender/mixed- ability group work and PowerPoint presentation; Role play and Simulation; Reflective notes. 2.5 Share your teaching philosophy, indicate why you hold such a philosophy, and describe how you will apply it during in-class activities for Lesson 2, bearing in mind issues on GESI, ICT, and 21st Century skills. 	
	in activities".		
3. Planning for teaching, learning and assessment	3.1 Ask tutors in pairs to read and discuss the teaching and learning activities for Lesson 2,	3.1 Read and discuss the teaching and learning activities for Lesson 2, making sure student	40 mins

	activities for the	ensuring that student	teachers with SEN are
	lesson/s	teachers with SEN are	catered for; student
•	Reading and	catered for; student	teachers are actively
	discussion of the	teachers are actively	involved; questions are
	teaching and	involved; questions are	evenly distributed to all
	learning activities	evenly distributed to all	categories of learners
•	Noting and	categories of learners	based on gender, ability,
	addressing areas	based on gender, ability,	prior experiences of
	where tutors may	prior experiences of	student teachers are
	require	student teachers are	utilised, etc. (<i>Refer to</i>
	clarification	utilised, etc. (R <i>efer to</i>	NTS 1a, 1b, 1c, 1d, 2b,
•	Noting	NTS 1a, 1b, 1c, 1d, 2b,	2e, f, 3b, 3c).
	opportunities for	2e, f, 3b, 3c).	
	making links to		
	the Basic School	3.2 Ask tutors to select an	3.2 Ask tutors to select an
	Curriculum	elbow partner to read	elbow partner to read
•	Noting	the suggested activities	the suggested activities
	opportunities for	in the course manual for	in the course manual for
	integrating: GESI	EG, UP and JHS, and	EG, UP and JHS, and
	responsiveness	identify areas that need	identify areas that need
	and ICT and 21 st C	clarification.	clarification.
	skills	3.3 Ask tutors in pairs to	3.3 Ask tutors to use the
•	Reading,	discuss and share how	think-pair-share
	discussion, and	the identified	technique to discuss
	identification of	pedagogies will enhance	how the identified
	continuous	the learning of the	pedagogies will enhance
	assessment	concepts, considering	the learning of the
	opportunities in	issues on GESI, ICT, and	concepts, considering
	the lesson. Each	21stC skills.	issues on GESI, ICT, and
	lesson should		21stC skills.
	include at least	E.g. of teaching and	<i>E.g. of teaching and</i>
	two		
	opportunities to	learning activities:	learning activities:
	use continuous	Reflections on the observed role of	Reflections on the abserved role of teachers
	assessment to	observed role of	observed role of teachers
	support student	teachers and parents in	and parents in the
	teacher learning	the provision of	provision of guidance
•	Resources:	guidance services in	services in schools during STS will make student
	 links to the 	schools during STS will	
	existing PD	make student teachers	teachers appreciate the
	Themes, such	appreciate the need for	need for teachers and
	as action	teachers and parents to	parents to contribute to
		contribute to the	the provision of guidance
	research,	provision of guidance	and counselling in
	questioning,	and counselling in	schools and develop
	and other	schools and develop	skills as reflective
	external	skills as reflective	practitioners;
	reference	practitioners;	

 material: literature, on the web, Utube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Mixed-gender/mixed ability group work and PowerPoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT. Roleplay will enhance the skills of student teachers in negotiation, persuasion, debate, teamwork, cooperation, collaboration, communication, listening, observation, etc., which are needed in real-world situations. Ask tutors to discuss the practical ways student teachers could apply the understanding of guidance and counselling principles and contribute to providing guidance services as student teachers during STS. 	 Mixed-gender/mixed ability group work and PowerPoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT. Role play will enhance the skills of student teachers in negotiation, persuasion, debate, listening, observation, cooperation, teamwork and communication, which are needed in real- world situations. 3.4 Discuss the practical ways student teachers could apply the understanding of guidance and counselling principles and contribute to providing guidance services as student teachers during STS.
	 3.5 Ask tutors in pairs to discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities. E.g. GESI Issues Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities; Females playing the role of males in a role play and vice versa (where applicable); 	 3.5 In pairs, discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities. E.g. GESI Issues Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities; Females playing the role of males in a role play (where applicable);

 Opportunities for both genders to be group leaders and secretaries; ICT Skills Designing PowerPoint slides for individual and group presentations; Using mobile phones and other handheld ICT tools to surf the internet for information 21st Century Skills Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, critical thinking, creativity, etc. Ask tutors to read the assessment section for Lesson 2 in the course manual for EG, UP, and JHS and discuss how the align with the NTEAP. <i>g.</i> Subject Project: Mixed-gender or mixed- ability group PowerPoint presentation on principles of guidance and counselling. Subject Portfolio: Mixed-gender or mixed- ability group project (four- paged) on duties of teachers and parents in providing guidance services to schools as observed during STS. NB: These two assessments could also be used to build student teachers' portfolios 	 for information; 21st Century Skills Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, critical thinking, creativity, etc. 3.6 Read the assessment section for Lesson 2 in the course manual for EG, UP, and JHS, and discuss how they align with the NTEAP. <i>E. g.</i> Subject Project: Mixed-gender or mixed- ability group PowerPoint presentation on principles of guidance and counselling. Subject Portfolio: Mixed-gender or mixed- ability group project (four- paged) on duties of teachers and parents in providing guidance services to schools as observed during STS.
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3.7 Ask tutors to brainstorm	3.7 Brainstorm the various	
the ways that student	ways that student	
teachers could be	teachers could be	
supported to build their	supported to build their	
subject portfolio.	subject portfolio.	
E.g.	E.g.	
 Urging student teachers 	 Urging student teachers 	
to file all their	to file all their	
assignments with	assignments with	
feedback in their folders;	feedback in their folders;	
 Encouraging student 	 Encouraging student 	
	2 2	
teachers to take notes in	teachers to take notes in	
class and file them.	class and file them.	
3.8 Ask tutors to identify	3.8 Identify the links to the	
	-	
the links to the existing	existing PD Themes and	
PD Themes and	YouTube links and	
YouTube links and	discuss how they could	
discuss how they could	be used.	
be used.		
E.g.	E.g.	
Make use of sign language	Make use of sign language	
experts, braille, tactile	experts, braille, tactile	
materials (where necessary)	materials (where	
	-	
Refer to: Creative	necessary).	
Approaches (Theme 1); Talk	Refer to: Creative	
for Learning (Theme 3);	Approaches (Theme 1); Talk	
Group Work (Theme 4);	for Learning (Theme 3);	
Teaching and Learning	Group Work (Theme 4);	
Materials (Theme 5).	Teaching and Learning	
NB: Use the following links	Materials (Theme 5).	
and others to download	NB: Use the following links	
	and others to download	
relevant YouTube videos		
for:	relevant YouTube videos for:	
Principles of Guidance and	Principles of Guidance and	
Counselling.	Counselling	
https://www.youtube.com/	https://www.youtube.com/	
watch?v=6z7qLFJWzyI	watch?v=6z7qLFJWzyI	
https://www.youtube.com/	https://www.youtube.com/	
watch?v=xJXIHIwdano	watch?v=xJXIHIwdano	
Types of Counselling for	Types of Counselling for	
learners in schools (EG, UP	learners in schools (EG, UP	
-	-	
and JHS).	and JHS). https://www.youtube.com/	
https://www.youtube.com/		
watch?v=upKimhXBWVc	watch?v=upKimhXBWVc	
https://www.youtube.com/	https://www.youtube.com/	
<u>watch?v=t4Az_rbWpuU</u>	<u>watch?v=t4Az_rbWpuU</u>	

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		Role of Teachers and	Role of Teachers and	
		Parents in guidance services	Parents in guidance services	
		in schools (EG. UP and JHS).	in schools (EG. UP and JHS).	
		https://www.youtube.com/	https://www.youtube.com/	
		watch?v=iaY9D7BtvEl	watch?v=iaY9D7BtvEl	
		https://www.youtube.com/	https://www.youtube.com/	
		watch?v=iaY9D7BtvEl	watch?v=iaY9D7BtvEl	
		https://www.youtube.com/	https://www.youtube.com/	
		watch?v=p8mzwaD1Wgk	watch?v=p8mzwaD1Wgk	
			· · · · · · · · · · · · · · · · · · ·	
		3.9 Ask tutors to use think-	3.9 Use think-pair-share to	
		pair-share to discuss the	discuss the assessment	
		assessment strategies	strategies ('as', 'for' and	
		('as', 'for' and 'of') to be	'of') to be used during	
		used during lesson	teaching of the lesson.	
		teaching.	ND	
		NB:	NB:	
		Continuous assessment	Continuous assessment	
		activities such as quizzes,	activities such as quizzes,	
		assignments, mixed-ability	assignments, mixed-ability	
		or mixed-gender group	or mixed-gender group	
		activities and presentations	activities and presentations	
		should be used for subject	should be used for subject	
		projects and build subject	projects and build subject	
		portfolios.	portfolios.	
		3.10 Ask tutors in pairs to	3.10 In pairs, design a	
		design a sample of	sample of assessment	
		assessment items in	items in line with the	
		line with the LOs for	LOs for Lesson 2 and	
		Lesson 2 and share	share with members.	
		with members.		
		with members.		
1 Ev/	aluation and	4.1 Ask tutors to share their	4.1 Share your views on the	15 mins
	view of	views on the key issues	key issues discussed	15 11113
-	ssion:	,	,	
		discussed during the PD	during the PD session,	
	tors should	session, taking into	taking into	
	entify critical	consideration the	consideration the	
	ends to	following, and make	following, and make	
	serve lessons	notes that will assist	notes that will assist	
	d report at	them to teach Lesson 2:	them to teach Lesson 2:	
ne	ext session.	 clarity of content; 	 clarity of content; 	
• Ide	entifying and	• GESI;	• GESI;	
ad	dressing any	ICT integration;	ICT integration;	
ou	itstanding	• 21 st Century Skills	• 21 st Century Skills	
	ues relating to	(NTS 1a, 3i)	(NTS 1a, 3i)	
	0	((

the lesson/s for clarification 4.2 Ask tutors to identify outstanding issues relating to Lesson 2 to be addressed or clarified. 4.2 Point outstanding issues relating to Lesson 2 to be addressed or clarified. NB: • Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that: • Post outstanding issues on WhatsApp or Telegram platforms for discussion. • Ask tutors to undertake research on outstanding issues for discussion during the next PD session. • Remind tutors to make effective use of their teaching philosophy during in-class activities.	· · · · ·			
relating to Lesson 2 to be addressed or clarified. NB: Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that: Post outstanding issues on WhatsApp or Telegram platforms for discussion. Ask tutors to undertake research on outstanding issues for discussion during the next PD session. Remind tutors to make effective use of their teaching philosophy during in-class activities. Encourage tutors to		-	_	
be addressed or clarified. NB: • Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that: • Post outstanding issues on WhatsApp or Telegram platforms for discussion. • Ask tutors to undertake research on outstanding issues for discussion during the next PD session. • Remind tutors to make effective use of their teaching philosophy during in-class activities. • Encourage tutors to	clarification	_	-	
clarified.NB:• Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that:• Post outstanding issues on WhatsApp or Telegram platforms for discussion.• Ask tutors to undertake research on outstanding issues for discussion during the next PD session.• Remind tutors to make effective use of their teaching philosophy during in-class activities.• Encourage tutors to		-		
NB: • Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that: • Post outstanding issues on WhatsApp or Telegram platforms for discussion. • Ask tutors to undertake research on outstanding issues for discussion during the next PD session. • Remind tutors to make effective use of their teaching philosophy during in-class activities. • Encourage tutors to			clarified.	
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 research or consultation and use any of these two ways to achieve that: Post outstanding issues on WhatsApp or Telegram platforms for discussion. Ask tutors to undertake research on outstanding issues for discussion during the next PD session. Remind tutors to make effective use of their teaching philosophy during in-class activities. Encourage tutors to 		outstanding issues that		
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 on WhatsApp or Telegram platforms for discussion. Ask tutors to undertake research on outstanding issues for discussion during the next PD session. Remind tutors to make effective use of their teaching philosophy during in-class activities. Encourage tutors to 				
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effective use of their teaching philosophy during in-class activities. • Encourage tutors to				
teaching philosophy during in-class activities. • Encourage tutors to				
during in-class activities.Encourage tutors to				
Encourage tutors to				
		-		
identify a critical friend		_		
to observe their lesson				
for discussion during the				
next PD session.		next PD session.		
Encourage tutors to		• Encourage tutors to		
prepare for the next PD		prepare for the next PD		
session by reading		session by reading		
Lesson 3 and		Lesson 3 and		
researching issues in the		researching issues in the		
lesson.		lesson.		

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

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned 	 1.1 Welcome tutors and start the PD session with a relevant icebreaker. 1.2 Ask tutors to share their views on how useful the previous PD session was to their delivery of 	 1.1 Participate in the icebreaker to usher you into the PD session. 1.2 Share your views on the importance of the previous PD session to the delivery of Lesson 	20 mins
 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	Lesson 2. 1.3 Ask tutors to 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. (Collect a few examples for discussion)	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.	

Tutor PD Session for Lesson 3 in the Course Manual

aspects of the lesson/s,	1.4 Invite a critical friend who observed the	1.4 Share findings on your observation of the
NB The guidance for SL/HoD should identify and address any areas where	enactment of Lesson 2 to share findings for a brief discussion.	delivery of Lesson 2 for a brief discussion.
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	 1.5 Ask tutors to share their experiences, including challenges faced during the delivery of Lesson 2. <i>E.g., Challenges Faced</i> <i>Lack of co-operation on</i> the part of tutors to attend PD sessions. Unstable or no internet connectivity for online lessons. Some students do not patronise online lectures. NB: Note the challenges and lead tutors to address them. 	 Share your experiences, including challenges faced during the delivery of Lesson 2. <i>E.g., Challenges Faced</i> Lack of co-operation on the part of tutors to attend PD sessions. Unstable or no internet connectivity for online lessons. Some students do not patronise online lectures.
	1.6 Ask tutors to read and discuss the introductory sections of Lesson 3, including LOs and LIs in the course manual for EG, UP and JHS.	1.6 Read and discuss the introductory sections of Lesson 3, including LOs and LIs in the course manual for EG, UP and JHS
	 1.7 Ask tutors in pairs to read the overview of Lesson 3 and outline the distinctive aspects. <i>E.g., Distinctive aspects</i> <i>Guidance services;</i> <i>Importance of guidance services in schools (EG, UP and JHS);</i> Observation/experienc es during STS on guidance services in schools (EG, UP and JHS). 	 1.7 In pairs, read the overview of the content of Lesson 3 and outline the distinctive aspects. <i>E.g., Distinctive aspects</i> <i>Guidance services;</i> <i>Importance of guidance services;</i> <i>Observation and experiences during STS on guidance services in schools (EG, UP and JHS).</i>

2	Concert	2.1. Aple to the no the level in starting	2.1 Duping the unstable used for	15
Ζ.	Concept	2.1 Ask tutors to brainstorm	2.1 Brainstorm the need for	15 mins
	Development	the need for Lesson 3	Lesson 3 and what it	
	(New learning	and what it involves.	involves.	
	likely to arise in			
	lesson/s):	2.2 Ask tutors to select an	2.2 Select an elbow partner	
•	Identification and	elbow partner to	to identify and discuss	
	discussion of	identify and discuss new	new concepts to be	
	new learning,	concepts to be learned	learned in Lesson 3 for	
	potential barriers	in Lesson 3 for EG, UP	EG, UP and JHS.	
	to learning for	and JHS.		
	student teachers	E.g.	E.g.	
		-	-	
	or students,	 Meaning of guidance 	Meaning of guidance	
	concepts or	services;	and counselling;	
	pedagogy being	Importance of guidance	Importance of guidance	
	introduced in the	services in schools (EG,	and counselling in	
	lesson, which	UP and JHS);	schools (EG, UP and JHS);	
	need to be	• Shared observation and	• Shared observation and	
	explored with	experiences during STS	experiences during STS	
	the SL/HoD	on guidance services in	on guidance services in	
NB	The guidance for	schools (EG, UP and	schools (EG, UP and	
	HoD should set	JHS).	JHS).	
-	t what they need	5115).	51157.	
	do to introduce	NB		
		Anticipate questions		
	d explain the	from tutors for		
ISS	ues/s with tutors	clarification.		
		For E.g. Why are		
		guidance services		
		important in schools		
		(EG, UP and JHS)?		
		• Guide tutors to discuss		
		the possible answers to		
		the anticipated		
		questions, considering		
		GESI, ICT, and 21C skills.		
		Expected answers		
		• Guidance services assist		
		all learners in EG, UP,		
		and JHS by providing		
		information to enable		
		them to make wise		
		decisions and plans		
		concerning themselves		
		and their education in		
		order to achieve		
		excellence;		
L				

 student hilomitage of student teachers; lack of appropriate resources for teaching and learning; lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students, students not participating in online lessons; 	 2.3 In your groups, identify the potential barriers to learning for student teachers and discuss how they could be addressed. <i>E.g. of Barriers</i> weak prior knowledge of student teachers; lack of appropriate resources for teaching and learning; lack of opportunity to use ICT due to failure of electric power (lightsout), bad/weak network, unavailability of internet bundle for students; students not participating in online lessons; inadequate contact time as a result of other official engagements of tutors.
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		 2.4 Ask tutors to use think-pair-share to identify the pedagogies to be used for teaching Lesson 3. E.g. Mixed-ability group work Mixed-ability group powerpoint presentation; Individual project; Writing reflective notes. 2.5 Ask tutors to share their teaching philosophy and briefly describe how it can be applied during the in-class activities for Lesson 1, bearing in mind issues on GESI, ICT, and 21st Century skills. E.g. of Teaching Philosophy "All learners are unique and must be provided with a stimulating learning environment where they can grow physically, mentally, emotionally and socially in order to meet their full potentials". 	 2.4 Use think-pair-share to identify the pedagogies to be used for teaching Lesson 3. <i>E.g.</i> <i>Mixed-ability group work</i> <i>Mixed-ability group presentation;</i> <i>Individual project;</i> <i>Writing reflective notes.</i> 2.5 Share your teaching philosophy, indicate why you hold such a philosophy, and describe how you will apply it during in-class activities for Lesson 1, bearing in mind issues on GESI, ICT, and 21st Century skills. 	
2 5'				10
tea lea as ac les • Re dis tea lea • No ad wh re	anning for aching, arning and sessment stivities for the sson/s eading and scussion of the aching and arning activities oting and Idressing areas here tutors may quire arification	3.1 Ask tutors in pairs to read and discuss the teaching and learning activities for Lesson 3, ensuring that student teachers with SEN are catered for; student teachers actively participate; fair distribution of questions to all learners; prior experiences of student teachers are utilised; etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).	3.1 In pairs, read and discuss the teaching and learning activities for Lesson 3, ensuring that student teachers with SEN are catered for; student teachers actively participate; fair distribution of questions to all learners; prior experiences of student teachers are utilised; etc. (<i>Refer to NTS 1a</i> , <i>1b, 1c, 1d, 2b, 2e, f, 3b,</i> <i>3c</i>).	40 mins

•	Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI	3.2 Ask tutors to select an elbow partner, read the suggested activities in the course manual for EG, UP, and JHS, and identify areas that need clarification.	3.2 Ask tutors to select an elbow partner, read the suggested activities in the course manual for EG, UP, and JHS, and identify areas that need clarification.
•	responsiveness and ICT and 21 st C skills Reading, discussion, and identification of continuous assessment	3.3 Ask tutors in pairs to discuss and share how the identified pedagogies will enhance the learning of the concepts, considering issues on GESI, ICT, and 21stC skills.	3.3 Ask tutors to use the think-pair-share technique to discuss how the identified pedagogies will enhance the learning of the concepts, considering issues on GESI, ICT, and 21stC skills.
	opportunities in	E.g.of teaching and learning	E.g.of teaching and learning
	the lesson. Each	activities:	activities:
•	the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning Resources: o links to the existing PD Themes, for example, action research, questioning and to other	 activities: Mixed-ability group work and powerpoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT. Reflections on the observed organisation of guidance services in schools (EG, UP and JHS) during STS will make student teachers understand and apply guidance services during future STS activities and 	 Mixed-ability group work and powerpoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT. Reflections on the
	external reference	develop skills as	develop skills as
	material:	reflective practitioners;	reflective practitioners;
	literature, on	 Individual projects will 	Individual projects will
	web, Utube,	help develop inquiry	help develop inquiry
	physical	skills and the digital	skills and the digital
		literacy of student	literacy of student
	resources,	teachers.	teachers.
	powerpoint;		
	how they	3.3 Ask tutors to brainstorm	3.3 Brainstorm Discuss the
	should be	the practical ways	practical ways student
	used.	student teachers could	teachers could apply
	Consideration	apply guidance services	guidance services as
·			

 needs to be as student teachers student teachers dur given to local availability guidance on 3.4 Ask tutors in pairs to 3.4 In pairs, discuss and 	ing
availability	
\rightarrow	
point on how GESI, ICT, and GESI, ICT, and 21 st	
presentations, 21 st Century skills could Century skills could b	e
TLM or other be integrated into the integrated into the	
resources teaching and learning teaching and learning	B
which need to activities. activities.	
be developed E.g. GESI Issues E.g. GESI Issues	
to support • Involving all learners, • Involving all learners,	,
learning including those with including those with	
• Tutors should be SEN, in undertaking SEN, in undertaking	
expected to have <i>leadership roles in class leadership roles in class</i>	ass
a plan for the <i>and group activities; and group activities;</i>	
next lesson for • Females playing the role • Females playing the r	role
student teachers of males in a role play of males in a role play	у
and vice versa (where (where applicable);	
applicable); • Opportunities for bot	h
Opportunities for both genders to be group	
genders to be group leaders and secretari	es;
leaders and secretaries; ICT Skills	
ICT Skills • Designing powerpoin	nt -
Designing powerpoint slides for individual a	
slides for individual and group presentations;	
group presentations; • Using mobile phones	
Using mobile phones and other handheld I	
and other handheld ICT tools to surf the inter	
tools to surf the internet for information;	
for information 21 st Century Skills	
21 st Century Skills • Assigning specific tas	iks
Assigning specific tasks to both genders (when the second se	
to both genders (where applicable) in group	
applicable) in group activities to ensure	
activities to ensure collaboration,	
collaboration, communication, critic	cal
communication, critical thinking, creativity, e	
thinking, creativity, etc.	
3.5 Ask tutors to read the 3.5 Read the assessment	:
assessment section for section for Lesson 3 i	n
Lesson 3 in the course the course manual fo	or
manual for EG, UP, and EG, UP, and JHS, and	
JHS and discuss how discuss how they alig	n
they align with the with the NTEAP.	
NTEAP.	

	ГГ	
E. g. Subject Project: Mixed-ability group powerpoint presentation on guidance services. Subject Portfolio: Individual reflective report (maximum of five pages) on types of guidance services offered and the challenges faced in providing guidance services in the schools used for STS (Report to be submitted by the end of week 11 for assessment. NB: These two assessments could also be used to build student teachers' portfolios.	E. g. Subject Project: Mixed-ability group powerpoint presentation on guidance services. Subject Portfolio: Individual reflective report (maximum of five pages) on types of guidance services offered and the challenges faced in providing guidance services in the schools used for STS (Report to be submitted by the end of week 11 for assessment.	
 3.6 Ask tutors to brainstorm the ways that student teachers could be supported to build their subject portfolio. E.g. Urging student teachers to file all their assignments with feedback in their folders; Encouraging student teachers to take notes in class and file them. 	 3.6 Brainstorm the various ways that student teachers could be supported to build their subject portfolio. E.g. Urging student teachers to file all their assignments with feedback in their folders; Encouraging student teachers to take notes in class and file them. 	
 3.7 Ask tutors to identify the links to the existing PD Themes and YouTube links and discuss how they could be used. E.g. Make use of sign language experts, braille, tactile materials (where necessary), mobile phones, etc. 	 3.7 Identify the links to the existing PD Themes and YouTube links and discuss how they could be used. E.g. Make use of sign language experts, braille, tactile materials (where necessary), mobile phones, etc. 	

	1	
Refer to: Creative	Refer to: Creative	
Approaches (Theme 1); Talk	Approaches (Theme 1); Talk	
for Learning (Theme 3);	for Learning (Theme 3);	
Group Work (Theme 4);	Group Work (Theme 4);	
Teaching and Learning	Teaching and Learning	
Materials (Theme 5).	Materials (Theme 5).	
NB: Use the following links	NB: Use the following links	
and others to download	and others to download	
relevant YouTube videos	relevant YouTube videos	
for:	for:	
Guidance Services	Guidance Services	
https://www.youtube.com/	https://www.youtube.com/	
<u>watch?v=6z7qLFJWzyI</u>	<u>watch?v=6z7qLFJWzyI</u>	
https://www.youtube.com/	https://www.youtube.com/	
watch?v=DYZabUTjPh8	watch?v=DYZabUTjPh8	
Importance of guidance	Importance of guidance	
services for learners in EG,	services for learners in EG,	
UP and JHS	UP and JHS	
https://www.youtube.com/	https://www.youtube.com/	
watch?v= JckK2nihDs	watch?v= JckK2nihDs	
3.8 Ask tutors to use think-	3.8 Use think-pair-share to	
pair-share to discuss the	discuss the assessment	
assessment strategies	strategies ('as', 'for' and	
('as', 'for' and 'of') to be	'of') to be used during	
used during teaching of	Lesson 3.	
Lesson 3.		
NB:	NB:	
Continuous assessment	Continuous assessment	
activities such as quizzes,	activities such as quizzes,	
assignments, mixed-ability	assignments, mixed-ability	
or mixed-gender group	or mixed-gender group	
activities and presentations	activities and presentations	
should be used for subject	should be used for subject	
projects and build subject	projects and build subject	
portfolios.	portfolios.	
3.9 Ask tutors in mixed-	3.9 In your groups, design a	
gender groups (where	sample of assessment	
applicable) to design a	items in line with the	
sample of assessment	LOs for Lesson 3 and	
items in line with the LOs	share with members.	
for Lesson 3 and share		
with members.		

 4. Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for electrony for electrony. 	 4.1 Ask tutors to share their views on the main issues discussed during the PD session by considering the following: clarity of content; GESI; ICT integration; 21st Century Skills (NTS 1a, 3i) 4.2 Ask tutors to identify outstanding issues relating to Lesson 3 to be addressed or 	 4.1 Share your views on the main issues discussed during the PD session by considering the following: clarity of content; GESI; ICT integration; 21st Century Skills (NTS 1a, 3i) 4.2 Point outstanding issues relating to Lesson 3 to be addressed or clarified. 	15 mins
clarification	 clarified. NB: Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that: Post outstanding issues on WhatsApp or Telegram platforms for discussion. Ask tutors to undertake research on outstanding issues for discussion during the next PD session. Remind tutors to make effective use of their teaching philosophy during in-class activities. Encourage tutors to identify a critical friend to observe their lesson for discussion during the next PD session. Encourage tutors to prepare for the next PD session by reading Lesson 4 and researching issues in the lesson. 		

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

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the 	 Let any tutor share a joke or story as an ice breaker 1.1 Ask critical friends (preferably 2) to share their findings and observation from the previous week's lessons for discussion. 1.2 Ask tutors to tell how 	 1.1 Share your findings and observation from the previous week's lesson(s) 1.2 Tell how students will 	20 min
 introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	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. (<i>Collect a</i> <i>few examples for</i> <i>discussion</i>)	be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1.	

Tutor PD Session for Lesson 4 in the Course Manual

aspects of lesson/s, NB The guida SL/HoD shoul identify and a any areas who tutors might r clarification o aspect of the NB SL/HoD sh ask tutors to p their teaching they go throu PD session	nce for d ddress ere require n any e.g lesson. kn ould co plan for to g as thu gh the the 1.4 e.g cu pro LC NE co	 3 Refer tutors to read (in groups) the introduction sections of the course up to the learning outcomes and indicators and share their thoughts with colleagues. g. what new skill(s), owledge and mpetencies are expected be demonstrated from is lesson compared with e preceding lesson? 4 Lead tutors to read the overview of the lesson content to identify the distinctive features. g. How different is the rrent lesson from the eceding week regarding 0s, LIs and content. 3: Prompt tutors to mpare the differences ithin and between 	 1.3 Read the introduction sections of the respective courses up to the learning outcomes and indicators and share your thoughts with colleagues. e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from the lesson compared with the preceding lesson? 1.4 Read the overview of each course's lesson(s) content to identify the distinctive features for discussion. e.g. How different is the current lesson from the preceding the LOs, LIs and content. 	
 2. Concept Developm (New lear likely to a lesson/s): Identificat and discus new learn potential barriers to learning for student to or student concepts of pedagogy introduce lesson, wh need to be explored of the SL/Ho 	2.2 nent ning rise in tion ssion of ing, bo cor eachers ts, or being d in the nich e with (i)	ecialisms. 1 Ask tutors to study the subtopics in the lesson for each specialism and share their views/thoughts about the content. <i>e.g. Guide</i> <i>Tutors to establish</i> whether the lesson content is the same/different for all specialism. 3: The content is the same r all the specialisms 2 Engage Tutors to identify possible barriers to teaching the lesson. g. Student teachers may not familiar with the	 2.1 Study the subtopics in the lesson for each course in the respective specialisms and share your thoughts with colleagues. 2.2 Identify some potential barriers to the teaching and learning of the lesson. 	15 mins

SL/ ou ^r to and	The guidance for HoD should set t what they need do to introduce d explain the ues/s with tutors	appropriate skills in communicating during guidance and counselling sessions. (ii) Counselling is only meant for "crazy" people (iii) Potential cultural differences in interpretation appropriate ways to communicate. (iv) Admitting that you need help and going for counselling means you are weak		
		 2.3 Ask tutors to study the suggested pedagogies for teaching the lesson(s) and note down those they are not conversant with for whole group discussion and clarification. e.g. demonstrating the use of the various communication skills in a counselling session. 	2.3 Study the suggested pedagogies for teaching the lesson and note down those you are not conversant with for whole group discussion and clarification.	
		2.4 Ask Tutors to tell how their teaching philosophy (ies) align with the suggested pedagogies	2.4 Tell how your teaching philosophy aligns with the suggested pedagogies.	
•	Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities	 3.1 Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions. e.g. the lesson proposes the use of face to face, seminar and practicum. 	3.1 Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.	40 mins
•	learning activities Noting and addressing areas where tutors may	3.2 Facilitate the enactment of the practicum activity.	3.2 Enact the practicum for teaching Communication Skills in Counselling	

	require	NB: One Tutor should	One Tutor should volunteer
	clarification	volunteer to be the	to be the counsellor and the
•	Noting	counsellor and the other(s),	other(s), the client(s).
	opportunities for	the client(s).	
	making links to		
	-	3.3 Facilitate the discussion	3.3 Discuss the enactment
	the Basic School		
	Curriculum	of the practicum activity	highlighting the good
•	Noting	on the lesson.	aspects and areas that
	opportunities for		need improvement
	integrating: GESI		
	responsiveness	3.4 Ask tutors to discuss the	3.4 Share any links between
	and ICT and 21 st C	links between the	the suggested teaching-
	skills	suggested teaching-	learning activities for
•	Reading,	learning activities for	the lesson and some of
	discussion, and	the lesson and some of	those in the Basic School
	identification of	those in the Basic School	Curriculum
	continuous	Curriculum	
	assessment	e.g. example, the use of	e.g. example, the use of
		practicum in teaching	practicum in teaching
	opportunities in		
	the lesson. Each	specific themes and strands	specific themes and strands
	lesson should	in the Basic School	in the Basic School
	include at least	Curriculum.	Curriculum.
	two	NB: demonstration, play,	
	opportunities to	role-play, drama and group	
	use continuous	work are some examples of	
	assessment to	teaching and learning	
	support student	activities suggested in the	
	• •	Basic School Curriculum	
	teacher learning		
•	Resources:		
	\circ links to the	3.5 Ask tutors to identify	3.5 Identify and illustrate
	existing PD	and illustrate how they	opportunities to
	Themes, such	can incorporate GESI,	incorporate GESI, ICT
	as action	ICT and 21 ^{st-} century	and 21 ^{st-} century skills in
	research,	skills in the teaching and	the teaching and
		learning activities	learning activities.
	questioning,	e.g. (i) fairly distributing	e.g. (i) fairly assigning
	and other		
	external	teaching and learning	teaching and learning tasks
	reference	activities, tasks and roles to	and roles to students with
	material:	students with different	different abilities, genders
	literature, on	abilities, genders and socio-	and socio-economic
	the web,	economic characteristics	characteristics (GESI)
	Utube,	(GESI)	(ii) using simple
	physical	(ii) the use of YouTube and	technological tools to
	• •	other web-based resources	support teaching and
	resources,		
	PowerPoint;	for teaching, learning and	learning, and (ICT)such as
1	how they	presentation of tasks such	embedding relevant videos
	should be	as PowerPoint	on the lesson in powerpoint
L		1	I

usod	procentations and videos	procentations using	
used. Consideration needs to be given to local availability	presentations and videos (ICT) (iii) Provide opportunities	presentations, using smartphones to surf the internet for additional reading materials. (iii) using independent and	
 guidance on any power point presentations, TLM or other resources 	for individual and group works to foster some of the expected 21 st -century skills such as critical thinking, communication and collaboration.	group study opportunities (developing 21-century skills).	
 which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	3.4 Refer tutors to study the suggested assessments for the individual lesson and discuss the aspects (as agreed on during the first PD session) that form part of the subject portfolio and subject project as agreed Please refer to the PD session for lesson 1.	3.4 Study the continuous assessment activities for the lesson and highlight the aspects and components that have been selected to form part of the school project or subject project, or portfolio (where applicable).	
	 3.5 Refer tutors to the various PD themes (manual or electronic) and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s). e.g. theme 4 (Group work – 	 3.5 Refer to the various PD themes (manual or electronic) and identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s). e.g. theme 4 (Group work – 	
	 types such as mixed ability). 3.6 Lead tutors to generate other resources that may be used to complement those suggested for the specific lesson(s) in the course manuals. e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides 	 types such as mixed ability). 3.6 Generate other resources that may be used to complement those suggested for specific lessons in the course manuals. e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides 	

 4. Evaluation and review of session: Tutors should identify critical friends to observe lessons and report at next session. 	 4.1 Lead tutors to identify critical friends to observe lesson(s) and report findings at the next session. e.g. the strengths and weaknesses of the lesson(s) delivered. 	4.1 Identify critical friends to observe your lesson(s) and report to at the next session.	15 mins
 Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.2 Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification.	4.2 Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.	

Age Levels/s:

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to	Let any tutor share a joke		20 mins
the session	or story as an ice breaker		
Review prior	1.1. Ack critical friends	1.1 Chara your findings and	
learningA critical friend	1.1 Ask critical friends (preferably 2) to share	1.1 Share your findings and observations from the	
to share findings	their findings and	previous week's lesson.	
for a short	observation from the	P	
discussion and	previous week's lesson		
lessons learned	for discussion.		
Reading and			
discussion of the	1.2 Ask tutors to tell how	1.2 Tell how students will	
introductory	students will be	be prepared to employ	
sections of the	prepared to employ relevant teaching,	relevant teaching, learning and assessment	
lesson up to and including	learning and assessment	strategies during the	
learning	strategies during the	basic school classroom	
outcomes and	basic school classroom	work in STS in year 4	
indicators	work in STS in year 4	semester 1.	
Overview of	semester 1. (Collect a		
content and	few examples for		
identification of	discussion)		
any distinctive			

Tutor PD Session for Lesson 5 in the Course Manual

			ı
aspects of the	1.3 Refer tutors to read (in	1.3 In your respective	
lesson/s,	groups) the introduction	groups, read the	
NB The guidance for	sections of the course	introduction sections of	
SL/HoD should	up to the learning	the respective courses	
identify and address	outcomes and indicators	up to the learning	
any areas where	and share their thoughts	outcomes and indicators	
tutors might require	with colleagues.	and share your thoughts	
clarification on any		with colleagues.	
aspect of the lesson.	e.g. what new skill(s),	e.g. what new skill(s),	
NB SL/HoD should	knowledge and	knowledge and	
ask tutors to plan for	competencies are expected	competencies are expected	
their teaching as	to be demonstrated from	to be demonstrated from	
-	•	2	
they go through the	this lesson compared with	the lesson compared with	
PD session	the preceding lesson?	the preceding lesson?	
	For instance, the previous		
	lesson focused on		
	Communication Skills in		
	Counselling while this		
	week's is focusing on		
	Counselling Techniques for		
	Behaviour Modification		
	-		
	For instance, for lesson 4,		
	the learners are expected to		
	demonstrate CLO 2		
	(Demonstrate		
	knowledge,		
	understanding and use		
	of guidance services,		
	communication skills		
	and counselling		
	techniques, including		
	online resources for		
	counselling (NTECF p.68;		
	NTS 3c, 3d), while for lesson		
	CLO4 is to be demonstrated		
	(Demonstrate		
	knowledge,		
	understanding and use		
	of guidance services,		
	communication skills		
	and counselling		
	techniques, including		
	online resources for		
	counselling (NTS 3c, 3d).		
	1.4 Lead tutors to read the	1.4 Read the overview of	
	overview of the lesson	each course's lesson(s)	
L			I

			1
	content to identify the distinctive features. e.g. How different is the current lesson from the preceding week in terms of content, skills and dimensions of knowledge for the same course but different specialisms. 1.5 Facilitate the discussion of the LOs and LIs for the previous and present lesson noting their distinctiveness.	 content to identify the distinctive features for discussion. e.g. How different is the current lesson from the preceding week in terms of content, skills and dimensions of knowledge for the same course but different specialisms. 1.5 Read the Los and Lls of the 4th and 5th lessons and share your thoughts about differences in competencies required of learners. 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers 	2.1 Ask tutors to study the subtopics for the lesson and share their views/thoughts about the content. <i>e.g. Guide</i> <i>Tutors to establish</i> <i>whether the lesson</i> <i>content is the</i> <i>same/different for all</i> <i>specialisms.</i> <i>NB: The content and</i>	2.1 Carefully study the subtopics for the lesson for each specialism and share your thoughts with colleagues.	15 mins
or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for	 teaching activities are the same for all the specialisms 2.2 Engage Tutors to identify possible barriers to teaching the lesson. e.g. Student teachers may not be familiar with the 	 are differences or not in the content and teaching activities for all specialisms. 2.2 Identify some potential barriers to the teaching and learning of the lesson. 	
SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	appropriate skills in communicating during guidance and counselling sessions. Potential cultural differences in interpreting appropriate ways to communicate. Potential internet challenges.		

		2.3 Ask tutors to study the suggested pedagogies for teaching the lesson(s) and note down those they are not conversant with for whole group discussion and clarification.	2.3 Study the suggested pedagogies for teaching the lesson and note down those you are not conversant with for whole group discussion and clarification.	
•	Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities	 3.1 Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions. e.g. the lesson proposes the use of face to face, seminar and practicum. 	3.1 Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions. NB:	40 mins
•	Noting and addressing areas where tutors may require clarification Noting opportunities for	 3.2 Facilitate the enactment of the practicum activity for the lesson. NB: One Tutor should volunteer to be the counsellor and the other(s), the client(s). 	3.2 Enact the Counselling Techniques for Behaviour Modification One Tutor should volunteer to be the counsellor and the other(s), the client(s).	
•	making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness	3.3 Facilitate the discussion of the practicum activity on Counselling Techniques for Behaviour Modification	3.3 Discuss the enactment highlighting the good and challenging aspects for discussion.	
•	and ICT and 21 st C skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least	3.4 Ask tutors to discuss the links between the suggested teaching- learning activities for the lesson and some of those in the Basic School Curriculum e.g. example, the use of practicum in teaching specific themes and strands in the Basic School	 3.4 Share any links between the suggested teaching- learning activities for the lesson and some of those in the Basic School Curriculum e.g. example, the use of practicum in teaching specific themes and strands in the Basic School 	
	two opportunities to use continuous	Curriculum. NB: demonstration, play, role-play, drama and group	Curriculum.	

	· · ·		
 assessment to support student teacher learning Resources: links to the existing PD Themes, such as action research, questioning, 	 work are some examples of teaching and learning activities suggested in the Basic School Curriculum 3.5 Ask tutors to identify and illustrate how they can incorporate GESI, ICT and 21^{st-}century skills in the teaching and 	3.5 Identify and illustrate opportunities to incorporate GESI, ICT and 21 ^{st-} century skills in the teaching and	
and other external reference material: literature, on the web, Utube,	learning activities e.g. (i) fairly distributing teaching and learning activities, tasks and roles to students with different abilities, genders and socio-	learning activities. e.g. (i) fairly assigning teaching and learning tasks and roles to students with different abilities, genders and socio- economic characteristics	
physical resources, PowerPoint; how they should be used. Consideration needs to be given to local	economic characteristics (GESI) (ii) using simple technological tools to support teaching and learning, such as embedding relevant videos on the lesson in PowerPoint presentations and using smartphones to surf the	(GESI) (ii) using simple technological tools to support teaching and learning, and (ICT)such as embedding relevant videos on the lesson in PowerPoint presentations, using smartphones to surf the	
availability o guidance on any power point presentations, TLM or other resources which need to be developed to support	internet for additional reading materials(ICT). (iii) Provide opportunities for individual and group works to foster some of the expected 21 st -century skills such as critical thinking, communication and collaboration.	internet for additional reading materials. (iii) using independent and group study opportunities (developing 21-century skills).	
learning Tutors should be expected to have a plan for the next lesson for student teachers 	3.4 Refer tutors to study the suggested assessments for the individual lesson and discuss the aspects (as agreed on during the first PD session) that form part of the subject portfolio and subject project as agreed Please refer to the PD session for lesson 1.	3.4 Study the continuous assessment activities for the lesson and highlight the aspects and components that have been selected to form part of the school project or subject project, or portfolio (where applicable).	

	3.5 Refer tutors to the various PD themes (manual or electronic) and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s).	3.5 Refer to the various PD themes (manual or electronic) and identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s).	
	e.g. theme 4 (Group work – types such as mixed ability). Theme 5: Teaching and learning materials (books, videos, web-based resources)	e.g. theme 4 (Group work – types such as mixed ability). theme 5: Teaching and learning materials (books, videos, web-based resources)	
	3.6 Lead tutors to generate other resources that may be used to complement those suggested for the specific lesson(s) in the course manuals.	3.6 Generate other resources that may be used to complement those suggested for specific lessons in the course manuals.	
	e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides	e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides	
 4. Evaluation and review of session: Tutors should identify critical friends to observe lessons and report at next session. 	 4.1 Lead tutors to identify critical friends to observe lesson(s) and report findings at the next session. e.g. the strengths and weaknesses of the lesson(s) delivered. 	4.1 Identify critical friends to observe your lesson(s) and report to at the next session.	15 mins
 Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.2 Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification.	4.2 Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.	

Age Levels/s: Early Grade;

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and 	Let any tutor share a joke or story as an ice breaker 1.1 Ask critical friends (preferably 2) to share their findings and observation from the previous week's lesson	1.1 Share your findings and observations from the previous week's lesson.	20 mins
 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of 	for discussion. Ask tutors to 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. (<i>Collect a few examples for</i> <i>discussion</i>)	Ask tutors to 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.	
content and identification of any distinctive	1.3 Refer tutors to read (in groups) the introduction sections of the course	 1.3 In your respective groups, read the introduction sections of 	

Tutor PD Session for Lesson 6 in the Course Manual

aspects of the	up to the learning	the respective courses	
lesson/s,	outcomes and indicators	up to the learning	
NB The guidance for	and share their thoughts	outcomes and indicators	
SL/HoD should	with colleagues.	and share your thoughts	
identify and address		with colleagues.	
any areas where	e.g. what new skill(s),	e.g. what new skill(s),	
tutors might require	knowledge and	knowledge and	
clarification on any	competencies are expected	competencies are expected	
aspect of the lesson.	to be demonstrated from	to be demonstrated from	
NB SL/HoD should	this lesson compared with	the lesson compared with	
ask tutors to plan for	the preceding lesson?	the preceding lesson?	
their teaching as	For instance, in the previous		
-	· ·		
they go through the	lesson 5,		
PD session	the learners are expected to		
	demonstrate CLO 4		
	(Demonstrate		
	knowledge,		
	understanding and use		
	of guidance services,		
	communication skills		
	and counselling		
	techniques, including		
	online resources for		
	counselling (NTS 3c, 3d).		
	while lesson 6 seeks to		
	achieve CLO 2 (Demonstrate		
	knowledge,		
	understanding and use		
	_		
	of guidance services,		
	communication skills		
	and counselling		
	techniques, including		
	online resources for		
	counselling (NTECF p.68;		
	NTS 3c, 3d), while for lesson		
	1.4 Lead tutors to read the	1.4 Read the overview of	
	overview of the lesson	each course's lesson(s)	
	content to identify the	content to identify the	
	distinctive features.	distinctive features for	
	e.g. How different is the	discussion.	
	current lesson from the		
	preceding week in terms of		
	content, skills and		
	dimensions of knowledge		
	for the same course but		
	-		
	different specialisms.		

	 1.5 Facilitate the discussion of the LOs and LIs for the previous and present lesson noting their distinctiveness. e.g. the LIs for lessons 5 and 6 are different. LIs for Lesson 5 include an explanation of the conditions for counselling, while that for lesson 6 include the demonstration and explanation of creative approaches in counselling 	 1.5 Read the LOs and LIs of the 5th and 6th lessons and share your thoughts about differences in competencies required of learners. e.g. How different is the current lesson from the preceding week regarding the LOs, LIs, and content. 	
 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 	2.1 Ask tutors to study the subtopics for the lesson and share their views/thoughts about the content. <i>e.g. Guide</i> <i>Tutors to establish</i> whether the lesson content is the same/different for all specialisms. NB: The content and teaching activities are the same for all the specialisms	 2.1 Carefully study the subtopics for the lesson for each specialism and share your thoughts with colleagues. NB: Establish whether there are differences or not in the content and teaching activities for all specialisms. 	15 mins
introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 2.2 Engage Tutors to identify possible barriers to teaching the lesson. e.g. (i)Tutors might not be aware of how to use creative approaches in counselling learners. (ii) Potential internet challenges for use to support teaching activities. 	2.2 Identify some potential barriers to the teaching and learning of the lesson.	
	2.3 Ask tutors to study the suggested pedagogies for teaching the lesson(s) and note down	2.3 Study the suggested pedagogies for teaching the lesson and note down those you are not	

		those they are not	conversant with for	
		those they are not conversant with for		
			whole group discussion and clarification.	
		whole group discussion and clarification.		
3.	Planning for	3.1 Lead tutors to read	3.1 Read through the	40 mins
	teaching,	through the teaching	teaching and learning	
	learning and	and learning activities	activities and note	
	assessment	and note unfamiliar	unfamiliar ones for	
	activities for the	ones for clarifications	clarifications and	
	lesson/s	and discussions.	discussions.	
•	Reading and	e.g. the lesson proposes the		
	discussion of the	use of practicum,		
	teaching and	independent and group		
	learning activities	study as teaching activities.		
•	Noting and			
	addressing areas	3.2 Facilitate the enactment	3.2 Enact the Counselling	
	where tutors	of the practicum activity	Techniques for	
	may require	for the lesson.	Behaviour Modification	
	clarification	NB: One Tutor should	One Tutor should volunteer	
•	Noting	volunteer to be the	to be the counsellor and the	
	opportunities for	counsellor and the other(s),	other(s), the client(s).	
	making links to	the client(s).		
	the Basic School			
	Curriculum	3.3 Facilitate the discussion	3.3 Discuss the enactment	
•	Noting	of the practicum activity	of the practicum,	
	opportunities for	on Counselling	highlighting the good	
	integrating: GESI	Techniques for	and challenging aspects	
	responsiveness	Behaviour Modification	for discussion.	
	and ICT and 21 st C			
	skills		3.4 Share any links between	
•	Reading,	links between the	the suggested teaching-	
	discussion, and	suggested teaching-	learning activities for	
	identification of	learning activities for	the lesson and some of	
	continuous	the lesson and some of	those in the Basic School	
	assessment	those in the Basic School	Curriculum	
	opportunities in	Curriculum		
	the lesson. Each	e.g. example, the use of	e.g. example, the use of	
	lesson should	independent and group	independent and group	
	include at least	work in teaching specific	work in teaching specific	
	two	themes and strands in the	themes and strands in the	
	opportunities to	Basic School Curriculum.	Basic School Curriculum.	
	use continuous	NB: demonstration, play,		
	assessment to	role-play, drama and group		
	support student	work are some examples of		
	teacher learning	teaching and learning		
•	Resources:	activities suggested in the		
		Basic School Curriculum		

				I
 links to t 		utors to identify	3.5 Identify and illustrate	
existing		llustrate how they	opportunities to	
Themes,	such can i	ncorporate GESI,	incorporate GESI, ICT	
as actior	ICT a	nd 21 ^{st-} century	and 21 ^{st-} century skills in	
research	, skills	in the teaching and	the teaching and	
question	ing, learr	ing activities	learning activities.	
and othe	-	airly distributing	e.g. (i) fairly assigning	
external	5 (7)	and learning	teaching and learning tasks	
referenc		s, tasks and roles to	and roles to students with	
material		with different	different abilities, genders	
			and socio-economic	
literatur		genders and socio-		
the web		ic characteristics	characteristics (GESI)	
Utube,	(GESI)			
physical	(ii) using	•	(ii) using simple	
resource		ogical tools to	technological tools to	
PowerPo	oint; support	teaching and	support teaching and	
how the	y learning	, such as	learning, and (ICT)such as	
should b	e embedd	ing relevant videos	embedding relevant videos	
used.	on the le	esson in PowerPoint	on the lesson in PowerPoint	
Consider	ation presente	ations and using	presentations, using	
needs to	be smartph	ones to surf the	smartphones to surf the	
given to		for additional	internet for additional	
availabil		, materials(ICT).	reading materials.	
 guidance 			y	
any pow		ide opportunities	(iii) using independent and	
point		idual and group	group study opportunities	
presenta	-	foster some of the	(developing 21-century	
TLM or c		d 21 st -century skills	skills).	
		critical thinking,	SKIIISJ.	
resource		5.		
which ne		nication and		
be devel	•	ation.		
to suppo				
learning		r tutors to study the	3.4 Study the continuous	
 Tutors should 		ested assessments	assessment activities for	
expected to	have for t	ne individual lesson	the lesson and highlight	
a plan for tl	ne and o	discuss the aspects	the aspects and	
next lesson	for (as a	greed on during the	components that have	
student tea	chers <i>first</i>	PD session) that	been selected to form	
	-	part of the subject	part of the school	
		folio and subject	project or subject	
	-	ect as agreed	project, or portfolio	
		efer to the PD	(where applicable).	
		for lesson 1.		
		01 1033011 1.		
	2 5 Rofo	r tutors to the	3.5 Refer to the various PD	
		ous PD themes	themes (<i>manual or</i>	
		nual or electronic)	-	
	(mar		electronic) and identify	

	 and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s). e.g. theme 4 (Group work – types such as mixed ability). Theme 5: Teaching and learning materials (books, videos, web-based resources) 3.6 Lead tutors to generate other resources that may be used to complement those suggested for the specific lesson(s) in the course manuals. e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides 	 the links between them and the suggested teaching and learning strategies and activities for the lesson(s). e.g. theme 4 (Group work – types such as mixed ability). theme 5: Teaching and learning materials (books, videos, web-based resources) 3.6 Generate other resources that may be used to complement those suggested for specific lessons in the course manuals. e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides 	
 4. Evaluation and review of session: Tutors should identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Lead tutors to identify critical friends to observe lesson(s) and report findings at the next session. e.g. the strengths and weaknesses of the lesson(s) delivered. 4.2 Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification. 	 4.1 Identify critical friends to observe your lesson(s) and report to at the next session. 4.2 Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification. 	15 mins

Age Levels/s:

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

Focus: the bullet Time in Guidance notes on Leading **Guidance Notes on Tutor** points provide the the session. What the Activity during the PD session frame for what is to SL/HoDs will have to say Session. What PD Session be done in the during each stage of the participants (Tutors) will do session. The SWL session during each stage of the should use the session. 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 references should be made to the course manual/s. 1. Introduction to 1.1 Welcome tutors to PD 1.1 You are welcome tutors 20 mins the session session 7, state your to PD session 7. State teaching philosophy and your teaching Review prior ask tutors to state theirs learning philosophy. • A critical friend individually. to share findings 1.2 Share your experiences for a short 1.2 Ask one or two tutors to on the teaching of share their experiences discussion and on lesson 6 for lesson 6. lessons learned discussion by the group. • Reading and NB: If tutors talk about the discussion of the challenges they faced in introductory teaching lesson 6, let them sections of the explain how they dealt with lesson up to and them. including learning outcomes and 1.3 Ask tutors to tell how 1.3 Tell how students will indicators students will be be prepared to employ Overview of prepared to employ relevant teaching, content and relevant teaching, learning and assessment identification of learning and assessment strategies during the any distinctive strategies during the basic school classroom

Tutor PD Session for Lesson 7 in the Course Manual

basic school classroom work in STS in year 4 semester 1. (<i>Collect a</i> <i>few examples for</i> <i>discussion</i>)	work in STS in year 4 semester 1.	
1.4 Let tutors read the title, lesson description, learning outcomes and indicators for lesson 7 in their course manuals.	1.4 Read the title, lesson description, learning outcomes and indicators for lesson 7 in your course manuals.	
1.5 Using shower thoughts, ask tutors to suggest the prior learning required for the learning of lesson 7.	1.5 Suggest the prior learning that is required for the learning of lesson 7.	
NB: Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools.	NB: Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools.	
1.6 Ask tutors to identify and discuss the distinctive features of lesson 7.	1.6 Identify and discuss the distinctive features of lesson 7.	
<i>E. g. The distinctive features</i> <i>of lesson 7 are that</i> assessment inventories such as career inventory, personality inventory, study habit inventory, learning styles inventory are used to gather data, but the data is used for counselling	E. g. The distinctive features of lesson 7 are that assessment inventories such as career inventory, personality inventory, study habit inventory, learning styles inventory are used to gather data, but the data is used for counselling	
	 work in STS in year 4 semester 1. (<i>Collect a</i> <i>few examples for</i> <i>discussion</i>) 1.4 Let tutors read the title, lesson description, learning outcomes and indicators for lesson 7 in their course manuals. 1.5 Using shower thoughts, ask tutors to suggest the prior learning required for the learning of lesson 7. NB: Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools. 1.6 Ask tutors to identify and discuss the distinctive features of lesson 7. E. g. The distinctive features of lesson 7 are that assessment inventories such as career inventory, personality inventory, study habit inventory, learning styles inventory are used to gather data, but the data is 	work in STS in year 4 semester 1. (Collect a few examples for discussion)semester 1.1.4 Let tutors read the title, lesson description, learning outcomes and indicators for lesson 7 in their course manuals.1.4 Read the title, lesson description, learning outcomes and indicators for lesson 7 in your course manuals.1.5 Using shower thoughts, ask tutors to suggest the prior learning required for the learning of lesson 7.1.5 Suggest the prior learning that is required for the learning of lesson 7.NB: Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools.NB: Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools.1.6 Ask tutors to identify and discuss the distinctive features of lesson 7.1.6 Identify and discuss the distinctive features of lesson 7.E. g. The distinctive features of lesson 7 are that assessment inventories such as career inventory, personality inventory, study habit inventory, learning styles inventory are used to gather data, but the data is used for counsellingE. g. The distinctive feat is used for counselling

2	Concept	2.1 Provide tutors with flip	2.1 On your flip charts and	15 mins
۷.	•	charts and in their grade		12 111112
	Development	0	in your grade level	
	(New learning	level groups, ask them	groups list the key	
	likely to arise in	to list the key concepts	concepts to be	
	lesson/s):	to be developed in	developed in lesson 7.	
•	Identification	lesson 7.		
	and discussion of			
	new learning,	Examples of the key	Examples of the key	
	potential	concepts in lesson 7 are:	concepts in lesson 7 are:	
	barriers to	Meaning of assessment	Meaning of assessment	
	learning for	inventories, types of	inventories, types of	
	student teachers	assessment inventories	assessment inventories	
	or students,	(career inventory,	(career inventory,	
	concepts or	personality inventory, study	personality inventory, study	
	pedagogy being	habit inventory, learning	habit inventory, learning	
	introduced in the	styles inventory), and	styles inventory), and	
	lesson, which	creative approaches in	creative approaches in	
	need to be	counselling.	counselling.	
	explored with			
	the SL/HoD	2.2 Ask tutors to	2.2 Individually share your	
NB	The guidance for	individually share their	understanding of each	
SL/	HoD should set	understanding of each	of the assessment	
ou	t what they need	of the assessment	inventories with your	
to	do to introduce	inventories with their	elbow partner.	
and	d explain the	elbow partners.		
iss	ues/s with tutors			
		2.3 Let them surf the	2.3 Surf the internet for the	
		internet for the	meaning of the concepts	
		meaning of the	you do not understand.	
		concepts they may not		
		understand.		
		2.4 Lead a whole group	2.4 Discuss the potential	
		discussion to discuss the	misconceptions and	
		potential	barriers that may be	
		misconceptions and	associated with the	
		barriers associated with	teaching and learning of	
		teaching and learning	the key concepts in	
		the key concepts in	lesson 7.	
		lesson 7.		
		E. g. Misconception:	E. g. Misconception:	
		Everybody can use and	Everybody can use and	
		interpret data generated by	interpret data generated by	
		the assessment inventories.	the assessment inventories.	
		NB: Using the assessment	NB: Using the assessment	
		inventories well requires	inventories well requires	
		training.	training.	
L		training.	training.	

		Barrier:	Barrier:	
1		Student teachers would not	Student teachers would not	
		have had the experience of	have had the experience of	
1		counselling learners.	counselling learners.	
3.	Planning for	3.1 Using Think Pair Share,	3.1 In your pairs, identify	40 mins
	teaching,	let tutors identify the	the most appropriate	
	learning and	most appropriate	teaching and learning	
	assessment	teaching and learning	activities that can be	
	activities for the	activities that can be	used to teach the	
	lesson/s	used to teach the	concepts in lesson 7.	
•	Reading and	concepts in lesson 7.		
	discussion of the			
	teaching and	3.2 Ask tutors to explain	3.2 Explain how the	
	learning activities	how their suggested	teaching and learning	
•	Noting and	teaching and learning	activities you suggested	
	addressing areas	activities align with their	align with your teaching	
	where tutors	teaching philosophies.	philosophies.	
	may require			
	clarification	3.3 Ask tutors to read the	3.3 Read the teaching and	
•	Noting	course manual's	learning activities	
-	opportunities for	teaching and learning	section of the course	
	making links to	activities section and	manual and discuss the	
	the Basic School	discuss the suggested	suggested activities.	
	Curriculum	activities.		
•	Noting			
	opportunities for	E. g. Using	E. g. Using	
	integrating: GESI	a practical activity to allow	a practical activity to allow	
	responsiveness	students to use the	students to use the	
	and ICT and 21 st C	assessment inventories to	assessment inventories to	
	skills	collect data and interpret it	collect data and interpret it	
•	Reading,	in counselling.	in counselling.	
	•	······································		
	discussion, and identification of	3.4 Ask tutors to discuss in	3.4 Discuss in your grade	
	continuous	their grade level groups	level groups how the	
		how the different	different activities can lead	
	assessment	activities can lead to the	to the achievement of the	
	opportunities in the lesson. Each	achievement of the LOs	LOs and the LIs specified in	
	lesson should	and the LIs specified in	the course manual for	
		the course manual for	lesson 7.	
	include at least	lesson 7.		
	two			
	opportunities to	E. g. Using	E. g. Using	
	use continuous	a practical activity to allow	a practical activity to allow	
	assessment to	students to use the	students to use the	
	support student	assessment inventories to	assessment inventories to	
	teacher learning			
•	Resources:	collect data and interpret it	collect data and interpret it	

	 links to the 	will lead to the achievement	will lead to the achievement
	existing PD	of CLO 3 and its LIs as	of CLO 3 and its LIs as
	Themes, for	stipulated in (NTS 1b, 1f, 1g,	stipulated in (NTS 1b, 1f, 1g,
	example,	2f).	2f).
	action		
	research,	3.5 Lead a large group	3.5 Discuss how lesson 7
	questioning	discussion on how	can be applied by
	and to other	lesson 7 can be applied	trainee teachers during
	external	by trainee teachers	STS.
	reference	during STS.	
	material:		
	literature, on	E. g.: Trainee teachers can	E. g.: Trainee teachers can
	web, Utube,	apply knowledge gained in	apply knowledge gained in
	physical	lesson 7 during STS by	lesson 7 during STS by
	resources,	identifying Early Grade,	identifying Early Grade,
	powerpoint; how they	Upper Primary and JHS learners with SEN and	Upper Primary and JHS learners with SEN and
	,		
	should be	providing some basic	providing some basic
	used.	guidance and counselling	guidance and counselling
	Consideration	services to make their	services to make their
	needs to be	learning experiences more	learning experiences more
	given to local	meaningful.	meaningful.
	availability		
	 guidance on 	3.6 Ask tutors to explain	3.6 Explain how knowledge
	any power	how knowledge gained	gained from lesson 7
	point	from lesson 7 can be	can be used to deliver
	presentations,	used to deliver the Basic	the Basic School
	TLM or other	School Curriculum.	Curriculum.
	resources		
	which need to	E. g. Lesson 7 will equip	E. g. Lesson 7 will equip
	be developed	trainee teachers with the	trainee teachers with the
	to support	skill to use assessment	skill to use assessment
	learning	inventories to collect,	inventories to collect,
•	Tutors should be	analyse, and interpret basic	analyse, and interpret basic
	expected to have	school pupils' career	school pupils' career
	a plan for the	interests or personalities for	interests or personalities for
	next lesson for	counselling.	counselling.
	student teachers	5	5
		3.7 Allow tutors to identify	3.7 Identify aspects of
		aspects of lesson 7	lesson 7 whose teaching
		whose teaching may	may pose a challenge to
		pose a challenge to	you.
		them.	,
		uleni.	
		E. g. Interpreting data	E. g. Interpreting data
		gathered with the	gathered with the
		assessment inventories may	assessment inventories may
		ussessment inventories may	ussessment inventories may

 1	r
be a challenge for the non- guidance professional.	be a challenge for the non- guidance professional.
NB: Assist tutors to address any concerns. If you cannot assist tutors, refer the issue to the Subject Lead (SL) or Subject Writer Lead (SWL).	NB: Assist tutors to address any concerns. If you cannot assist tutors, refer the issue to the Subject Lead (SL) or Subject Writer Lead (SWL).
3.8 Ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated into lesson 7.	3.8 Discuss in your grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated into lesson 7.
E. g. GESI— Asking trainee teachers to work in small, mixed-gender and mixed- ability groups to collect inventories and present their report will promote inclusion.	E. g. GESI— Asking trainee teachers to work in small, mixed-gender and mixed- ability groups to collect data with inventories and present their report will promote inclusion.
ICT Skills & 21 st C Skills— asking trainees to surf the internet for the meaning and uses of the assessment inventories will promote their ICT and 21 ^{st-} century skills.	ICT Skills & 21 st C Skills— asking trainees to surf the internet for the meaning and uses of the assessment inventories will promote their ICT and 21 ^{st-} century skills.
3.9 Ask tutors to individually read the assessment section in the various course manuals and discuss how the suggested assessments align with the LO of the lesson and the provisions of the NTEAP.	3.9 Individually read the assessment section in your course manuals and discuss how the suggested assessments align with the LO of the lesson and the provisions of the NTEAP.
E.g. Group presentations during lessons and presentation of individual reflections will	E.g. Group presentations during lessons and presentation of individual reflections will

lead to the achievement of CLO 3. Also, group presentations and individual reflections can be used as part of students' subject	lead to the achievement of CLO 3. Also, group presentations and individual reflections can be used as part of students' subject	
portfolios, in line with the NTEAP.	portfolios, in line with the NTEAP.	
3.10 Put tutors in pairs, give them stick-on sheets and ask them to suggest instructional resources that can be used to teach lesson 7.	3.10 In pairs and on your stick-on sheets suggest instructional resources that can be used to teach lesson 7.	
NB: Let each pair share their findings with the larger group.	NB: Each pair will share their findings with the larger group.	
3.11 Refer tutors to the instructional resources section of their respective course manuals, read the suggested resources, and discuss how they can be used to promote lesson 7.	3.11 Open the instructional resources section of your respective course manuals and read the suggested resources and discuss how they can be used to promote the learning of lesson 7.	
NB: Suggested resources for teaching lesson 7 are mobile phones, manila cards, markers, videos from YouTube, projectors, etc.	NB: Suggested resources for teaching lesson 7 are mobile phones, manila cards, markers, videos from YouTube, projectors, etc.	
3.12 Let individual tutors prepare and present a plan for teaching lesson 7 in the course manual.	3.12 Individually prepare and present a plan of how you would teach lesson 7 in the course manual.	
NB: Let them show their plans to their elbow partners.	NB: Show your plans to your elbow partners.	

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4.	Evaluation and	4.1 Let tutors recap the	4.1 Recap the salient points	15 mins
	review of	salient points in the PD	in today's PD session.	
	session:	session and ask them if	Are there any	
•	Tutors should	they have any issues	unresolved issues?	
	Identify critical	they would like to		
	friends to	clarify.		
	observe lessons			
	and report at	NB: If you cannot assist,		
	next session.	refer tutors to the SL or the		
•	Identifying and	SWL for assistance.		
	addressing any			
	outstanding issues relating to the lesson/s for clarification	 4.2 Remind tutors to incorporate their teaching philosophies in lesson 7 to prepare trainee teachers to do the same during their extended teaching practice in Year 4 Semester 1. 4.3 Encourage tutors to allow critical friends to observe their lessons and provide them with feedback for 	 4.2 Remember to incorporate your teaching philosophies in lesson 7 to prepare trainee teachers to do the same during their extended teaching practice in Year 4 Semester 1. 4.3 Endeavour to allow a critical friend to observe your lesson and provide you with feedback for improvement 	
		improvement.	improvement.	
		4.4 Ask tutors to prepare in advance for lesson 8 and PD session8 by reading the PD and course manuals.	4.4 Prepare in advance for lesson 8 and PD session 8 by reading the PD and course manuals.	

Age Levels/s:

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings 	 1.1 Start the session by stating your teaching philosophy and asking tutors to state theirs too individually. NB: The repetition of the 	1.1 State your teaching philosophy.NB: The repetition of the	20 mins
 for a short discussion and lessons learned Reading and discussion of the introductory sections of the 	teaching philosophy is to prepare trainee teachers to do the same during their Year 4 extended teaching practice.	teaching philosophy is to prepare trainee teachers to do the same during their Year 4 extended teaching practice.	
 lesson up to and including learning outcomes and indicators Overview of content and identification of 	1.2 Ask tutors to individually share with their grade level colleagues their experiences and concerns (if any) in teaching lesson 7.	1.2 Individually, share with your grade level colleagues your experiences and concerns (if any) in teaching lesson 7.	

Tutor PD Session for Lesson 8 in the Course Manual

			
any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 NB: Assist tutors to address any issue of concern brought from teaching lesson 7. If you cannot help, consult the Subject Lead (SL) or the Subject Writer Lead (SWL). 1.3 In their grade-level groups, ask tutors to 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. (Collect a few examples for discussion) 	1.3 Tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1.	
	1.4 In their groups, let tutors read the lesson title, lesson description, learning outcomes and indicators for lesson 8.	1.4 In your grade level groups, read the lesson title, lesson description, learning outcomes and indicators for lesson 8.	
	NB: This lesson is designed to expose student teachers to varying ways of assessing individuals with special needs to initiate counselling interventions. It will thus equip student teachers with a wide array of strategies and interventions for removing barriers or addressing the learning needs of Early Grade learners with SEN to help promote their learning.	NB: This lesson is designed to expose student teachers to varying ways of assessing individuals with special needs to initiate counselling interventions. It will thus equip student teachers with a wide array of strategies and interventions for removing barriers or addressing the learning needs of Early Grade learners with SEN to help promote their learning.	
	1.5 Give tutors sheets of paper and ask them to write the distinctive features of lesson 8 for	1.5 On your sheets of paper, write the distinctive features of lesson 8 for discussion	

			1	· · · · · ·
		discussion in their	in your grade-level	
		grade-level groups.	groups.	
		NB: The distinctive features of lesson 8 are: Idiographic Assessment Unique and general characteristics of counsellors of Learners with SEN Parent counselling and guidance services for learners with SEN	NB: The distinctive features of lesson 8 are: Idiographic Assessment Unique and general characteristics of counsellors of Learners with SEN Parent counselling and guidance services for learners with SEN	
		1.5 Ask tutors to identify and discuss prior learning that is needed for lesson 8.	1.5 Identify and discuss prior learning that is needed for lesson 8.	
		NB: Some student teachers have attended schools with learners with SEN and therefore appreciate the difficulties learners and facilitators face. Student teachers might have also seen learners with SEN in their schools of practice.	NB: Some student teachers have attended schools with learners with SEN and therefore appreciate the difficulties learners and facilitators face. Student teachers might have also seen learners with SEN in their schools of practice.	
•	Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new	2.1 Give tutors flip charts and ask them to list and discuss in their grade level groups the key concepts to be developed in lesson 8.	2.1 On your flip charts, list and discuss in your grade level groups the key concepts to be developed in lesson 8.	15 mins
	learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be	 NB: The fundamental concepts in lesson 8 are: Idiographic Assessment Unique characteristics of counsellors of learners with SEN General characteristics of 	 NB: The key concepts in lesson 8 are: Idiographic Assessment Unique characteristics of counsellors of learners with SEN General characteristics of 	

explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 counsellors of learners with SEN Parent counselling and guidance services for learners with SEN 2.2 In their grade-level groups, ask tutors to discuss the key concepts they identified. NB: They can look for additional information on the internet using their computers and handheld devices (phones and tablets). 2.3 Using the pyramid discussion technique, let tutors discuss the potential misconceptions and barriers that can hamper the successful teaching and learning of lesson 8. 	 counsellors of learners with SEN Parent counselling and guidance services for learners with SEN 2.2 In your grade level groups, discuss the key concepts you identified. NB: You can look for additional information on the internet using your computers and handheld devices (phones and tablets). 2.3 Using the pyramid discussion technique, discuss the potential misconceptions and barriers that can hamper the successful teaching and learning of lesson 8. 	
	E. g. Misconception Only learners with SEN need to be provided guidance services. NB: Parents of learners with SEN also need to be provided with counselling on how to support their wards. Possible Barriers Student teachers may have some misconceptions about learners with SEN and the learner difficulties they face.	E. g. Misconception Only learners with SEN need to be provided guidance services. NB: Parents of learners with SEN also need to be provided with counselling on how to support their wards. Possible Barriers Student teachers may have some misconceptions about learners with SEN and the learner difficulties they face.	
3. Planning for teaching, learning and	3.1 Refer tutors to the teaching and learning activities section in their	3.1 Refer to the teaching and learning activities section in your course	40 mins

	assessment	course manuals to read	manuals, read the	
	activities for the	the suggested activities	suggested activities, and	
	lesson/s	and discuss them.	discuss them.	
•	Reading and			
	discussion of the	3.2 Using shower thoughts,	3.2 Using shower thoughts,	
	teaching and	ask tutors to discuss the	discuss the	
	learning activities	appropriateness of the	appropriateness of the	
•	Noting and	suggested activities to	suggested activities to	
	addressing areas	promote GESI	promote GESI	
	where tutors	responsiveness and	responsiveness and	
	may require	opportunities to	opportunities to	
	clarification	develop ICT and 21 st	develop ICT and 21 st	
•	Noting	Century skills.	Century skills.	
	opportunities for			
	making links to	E. g. Creativity and	E. g. Creativity and	
	the Basic School	innovation: Planning for	innovation: Planning for	
	Curriculum	and implementing a role	and implementing a role	
•	Noting	play.	play.	
	opportunities for	Digital literacy: using their	Digital literacy: using their	
	integrating: GESI	mobile devices to search for	mobile devices to search for	
	responsiveness	information.	information.	
	and ICT and 21 st C	Communication skills:	Communication skills:	
	skills	through critiquing and	through critiquing and	
•	Reading,	presentations.	presentations.	
	discussion, and	Equity and inclusivity: using	Equity and inclusivity: using	
	identification of	various strategies in	various strategies in	
	continuous	grouping students	grouping students	
	assessment	considering their	considering their	
	opportunities in	background characteristics	background characteristics	
	the lesson. Each	and abilities.	and abilities.	
	lesson should			
	include at least	3.3 Using the "Find	3.3 Find someone who can	
	two	someone who can"	suggest additional	
	opportunities to	strategy, let tutors	teaching strategies that	
	use continuous	suggest additional	can be used to explain	
	assessment to	teaching strategies that	the concepts in lesson 8	
	support student	can be used to explain	to trainee teachers.	
	teacher learning	the concepts in lesson 8		
•	Resources:	to trainee teachers.		
	 links to the 			
	existing PD	3.4 Let tutors discuss how	3.4 Discuss how the	
	Themes, for	the suggested activities	suggested activities can	
	example,	can lead to the	lead to the achievement	
	action	achievement of the LOs	of the LOs and the LIs	
		and the LIs specified in	specified in the course	
	research,	the course manuals for	manuals for lesson 8.	
	questioning	lesson 8.		
	and to other			

				r
	external	E.g. Using Think Pair Share	E.g. Using Think Pair Share	
	reference	and Talk for Learning	and Talk for Learning	
	material:	approaches	approaches	
1	literature, on	would lead to the	would lead to the	
	web, Utube,	achievement of the LO and	achievement of the LO and	
	physical	its corresponding LI.	its corresponding LI.	
	resources,			
	powerpoint;	3.5 Let tutors explain how	3.5 Explain how knowledge	
	how they	•	gained from lesson 8	
	•	knowledge gained from	-	
	should be	lesson 8 can be used to	can be used to deliver	
	used.	deliver the Basic School	the Basic School	
	Consideration	Curriculum in their	Curriculum in your	
	needs to be	grade-level groups.	grade-level groups.	
	given to local			
	availability	E. g. Knowledge gained	E. g. Knowledge gained	
	 guidance on 	from lesson 8 will equip	from lesson 8 will equip	
	any power	student teachers with a	student teachers with a	
	point	wide array of strategies and	wide array of strategies and	
	presentations,	interventions for removing	interventions for removing	
	TLM or other	barriers or addressing the	barriers or addressing the	
1	resources	learning needs of Early	learning needs of Early	
	which need to			
		Grade, Upper Primary and	Grade, Upper Primary and	
	be developed	JHS learners with SEN to	JHS learners with SEN to	
1	to support	help promote their learning.	help promote their learning.	
	learning		_	
•	Tutors should be	3.6 Using questioning, find	3.6 How useful is lesson 8	
	expected to have	out from tutors how	to trainee teachers	
	a plan for the	useful lesson 8 can be to	during STS?	
	next lesson for	trainee teachers during		
	student teachers	STS.		
1		<i>E. g.</i> Student teachers will	E. g. Student teachers will	
		explain cognitive	explain cognitive	
		restructuring and assertive	restructuring and assertive	
		training, modelling,	training, modelling,	
1				
1		systematic desensitisation	systematic desensitisation	
		and relaxation as	and relaxation as	
1		counselling techniques and	counselling techniques and	
		demonstrate how they are	demonstrate how they are	
		used during STS.	used during STS.	
		3.7 Ask tutors if any aspect	3.7 Are there any aspects of	
		of lesson 8 is unclear	lesson 8 that are	
		and they want	unclear, and you want	
		clarification.	clarifications on it?	
		NB: Help clarify tutors'		
		concerns.		

3.8 Let tutors discuss in their grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated into lesson 8.	3.8 Discuss in your grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated into lesson 8.	
E. g. GESI— using gender- friendly language, using mixed-gender or mixed ability groupings. ICT Skills— organising seminar presentations for trainee teachers. 21 st C Skills— organising group work presentations and seminars.	E. g. GESI— using gender- friendly language, using mixed-gender or mixed ability groupings. ICT Skills— organising seminar presentations for trainee teachers. 21 st C Skills— organising group work presentations and seminars.	
3.9 Ask tutors to individually read the assessment components for lesson 8 in the course manuals and discuss how they align with the NTEAP, the NTS and how they can lead to the achievement of the Los for lesson 8.	3.9 Individually, read the assessment components for lesson 8 in the course manual and discuss how they align with the NTEAP, the NTS and how they can lead to the achievement of the Los for lesson 8.	
E. g. In-lesson assessment: Group presentations during lessons and peer assessments and comments address CLO 3, the LO for lesson 8. Assessment component 2: Portfolio (quiz, child study reports) align with the subject portfolio component of the NTEAP while quiz on topics treated from lessons 6-8 (15%) Child study report on learners with school-related problems 15% address NTS Id, 1e, 3b, c and f.	E. g. In-lesson assessment: Group presentations during lessons and peer assessments and comments address CLO 3, the LO for lesson 8. Assessment component 2: Portfolio (quiz, child study reports) align with the subject portfolio component of the NTEAP while quiz on topics treated from lessons 6-8 (15%) Child study report on learners with school-related problems 15% address NTS Id, 1e, 3b, c and f.	

	 3.10 Give flip charts to tutors in their grade level groups and let them write down resources that can be used to teach and learn lesson 8. 3.11 Ask tutors to open the instructional resources section in their course manuals and read the resources that have been suggested for teaching lesson 8 in their various course areas. 	 3.10 On your flip charts and in your grade level groups, write down resources that can be used to teach and learn lesson 8. 3.11 Open the instructional resources section in your course manuals and read the resources that have been suggested for teaching lesson 8 in your various course areas. 	
	E. g. Transforming Teacher Education and Learning (2016). Teaching and learning materials: Professional development guide for tutors. Accra. Ministry of Education (www.t- tel.org) Mobile phones Laptops Videos Animations and pictures from YouTube.	E. g. Transforming Teacher Education and Learning (2016). Teaching and learning materials: Professional development guide for tutors. Accra. Ministry of Education (www.t- tel.org) Mobile phones Laptops Videos Animations and pictures from YouTube.	
	3.12 Let each grade level group appoint one volunteer to demonstrate how they would teach an aspect of lesson 8.	3.12 Each grade level group should appoint one volunteer to demonstrate how to teach an aspect of lesson 8.	
4. Evaluation and review of session:	4.1 Summarise the session by emphasising that:	4.1 In today's PD session, we have said that:	15 mins

 Tutors should Identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 Teaching and learning activities should lead to the achievement of the Lo and LI. Instructional resources should be GESI responsive and lead to the acquisition of 21st century and ICT skills. Assessment should align with the NEAP and NTS. 	 Teaching and learning activities should lead to the achievement of the Lo and LI. Instructional resources should be GESI responsive and lead to the acquisition of 21st century and ICT skills. Assessment should align with the NEAP and NTS.
	4.2 Ask tutors if they have any unresolved issues and clarify them.	4.2 Do you have any unresolved issues and want clarifications?
	4.3 Encourage tutors to read lesson 9 in the course manuals and session 9 in the PD manual in preparation for the next PD session.	4.3 I encourage you to read lesson 9 in the course manuals and session 9 in the PD manual in preparation for the next PD session.

Age Levels/s:	Name of Subject/s:
Early Grade;	Guidance and Counselling for Early Grade
Upper Primary;	Guidance and Counselling for Upper Primary
Junior High School	Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and 	 1.1 Start the session by asking tutors to share how useful PD session 8 was and how it influenced their lesson 8 in the course manual. 1.2 Ask tutors to 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. (<i>Collect a</i> <i>few examples for</i> <i>discussion</i>) 	 1.1 Share how useful PD session 8 was and how it influenced your teaching of lesson 8 in the course manual. 1.2 Ask tutors to 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. 	20 mins

Tutor PD Session for Lesson 9 in the Course Manual

identification of	NB: Write the heading for	
any distinctive	each grade level on the flip	
aspects of the	chart/board.	
lesson/s,		
NB The guidance for	1.3 Ask tutors to read and	1.3 Read and discuss the
SL/HoD should	discuss the introductory	introductory section of
identify and address	section of lesson 9 in	lesson 9 in the course
any areas where	the course manual,	manual, including the
, tutors might require	including the learning	learning outcomes (LOs)
clarification on any	outcomes (LOs) in phase	in phase groups.
aspect of the lesson.	groups.	
NB SL/HoD should	B. 00 p3.	
ask tutors to plan for	NB: The lesson topic for	NB: The lesson topic for
their teaching as	Lesson 9 Early Grade, Upper	lesson 9 Early Grade, Upper
they go through the	Primary and JHS is	Primary and JHS is:
PD session	Counselling Learners with	Counselling Learners with
	Special Needs II	Special Needs II
	1.4 Ask tutors to write	1.4 In your grade level
	down in their grade	groups, write down the
	level groups the	distinctive aspects of
	distinctive aspects of	lesson 9 for Early Grade,
	lesson 9 for Early Grade,	Upper Primary and JHS
	Upper Primary and JHS	and discuss them with
	and discuss them with	your elbow partner in
	their elbow partners in	your phase groups.
	their phase groups.	
	E. g.	E. g.
	• Ethical issues in	Ethical issues in
	counselling Early	counselling Early
	Grade, Upper	Grade, Upper
	Primary and JHS	Primary and JHS
	/earners with SEN	learners with SEN
	Creating a safe	Creating a safe
	-	-
	counselling	counselling
	environment for	environment for
	Early Grade, Upper	Early Grade, Upper
	Primary and JHS	Primary and JHS
	learners with SEN	learners with SEN
	1.5 Find out from tutors	1.5 Which prior learning is
	prior learning that is	necessary for learning
	necessary for learning	lesson 9.?
	lesson 9.	
L	1	· · ·

	NB: The RPK for lesson 9 is that some student teachers have attended have schools with Early Grade learners with SEN and therefore appreciate the difficulties they face. Student teachers might have also seen learners with SEN in their schools of practice. They are also familiar with the inclusive education policy and disability rights in Ghana.	NB: The RPK for lesson 9 is that some student teachers have attended have schools with Early Grade learners with SEN and therefore appreciate the difficulties they face. They might have also seen learners with SEN in their schools of practice. Student teachers are also familiar with the inclusive education policy and disability rights in Ghana.	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Ask tutors to, in their grade level groups, identify and discuss the major concepts to be developed in lesson 9. NB: Examples of the major concepts in lesson 9 are: Confidentiality or ethical issues in counselling Early Grade, Upper Primary and JHS learners with SEN Unique Characteristics of Counsellor of Early Grade, Upper Primary and JHS Learners with SEN General Characteristics of Counsellors of Early Grade, Upper Primary and JHS Learners with SEN General Characteristics of Counsellors of Early Grade, Upper Primary and JHS Learners with SEN General Characteristics of Primary and JHS Learners with SEN General Characteristics of Early Grade, Upper Primary and JHS Learners with SEN Parent counselling and guidance services for Early Grade, Upper Primary and JHS Learners with SEN 	 2.1 In your grade level groups, identify and discuss the major concepts to be developed in lesson 9. NB: Examples of the major concepts in lesson 9 are: Confidentiality or ethical issues in counselling Early Grade, Upper Primary and JHS learners with SEN Unique Characteristics of Counsellor of Early Grade, Upper Primary and JHS Learners with SEN General Characteristics of Counsellors of Early Grade, Upper Primary and JHS Learners with SEN General Characteristics of Counsellors of Early Grade, Upper Primary and JHS Learners with SEN Parent counselling and guidance services for Early Grade, Upper Primary and JHS Learners with SEN 	15 mins

 Creating a safe counselling environment for Early Grade learners with SEN; Key counselling approaches/strategi es for Early Grade, Upper Primary and JHS learners with SEN 	 Creating a safe counselling environment for Early Grade learners with SEN; Key counselling approaches/strategi es for Early Grade, Upper Primary and JHS learners with SEN
2.2 Using pyramid discussion, let tutors draw connections between lesson 9 and the basic school curricular concepts.	2.2 In a pyramid discussion, draw connections among the concepts in lesson 9 and the basic school curricular.
 For example: Providing guidance and counselling services to Early Grade, Upper Primary, and JHS learners with SEN is important at the basic school level. Student teachers will use knowledge and understanding of ethical standards and legal concerns in counselling learners in their Early Grade, Upper Primary and JHS levels (NTS 1d) 	 For example: Providing guidance and counselling services to Early Grade, Upper Primary, and JHS learners with SEN is important at the basic school level. Student teachers will use knowledge and understanding of ethical standards and legal concerns in counselling learners in their Early Grade, Upper Primary and JHS levels (NTS 1d)
2.3 Using questioning, find out from tutors aspects of the lesson they may find challenging to teach and ask group members to assist their colleagues.	2.3 Which aspects of the lesson would you find challenging to teach? Group members, assist your colleagues.

	 NB: If members of the groups cannot assist their colleagues, seek help from the Subject Leads (SL) or Subject Writer Leads (SWL). 2.4 Give out pieces of paper to tutors and ask them to write down and discuss the potential misconceptions and barriers associated with the teaching and learning of the concepts in lesson 9 at each grade level. 	2.4 On your pieces of paper, write down and discuss the potential misconceptions and barriers that may be associated with the teaching and learning of the concepts in lesson 9 at your grade level.	
	 E. g. Misconceptions: Resources should not be wasted on teaching learners with SEN. After all, they are suffering from the sins of their parents. Student teachers may have some misconceptions about Early Grade, Upper Primary and JHS learners with SEN and the learning difficulties. 	 E. g. Misconceptions: Resources should not be wasted on teaching learners with SEN. After all, they are suffering from the sins of their parents. Student teachers may have some misconceptions about Early Grade, Upper Primary and JHS learners with SEN and the learning difficulties. 	
	Barriers: The above misconceptions can serve as barriers that can rob Early Grade, Upper Primary and JHS learners with SEN of important educational opportunities.	Barriers: The above misconceptions can serve as barriers that can rob Early Grade, Upper Primary and JHS learners with SEN of important educational opportunities.	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Using questioning, ask tutors in their respective grade-level groups to suggest and justify the most appropriate teaching strategies that can be	3.1 In your grade level groups, suggest and justify the most appropriate teaching strategies that can be employed to teach the concepts in lesson 9.	40 mins

•	Reading and	employed to teach the	
	discussion of the	concepts in lesson 9.	
	teaching and		
	learning activities	NB: Examples of strategies	NB: Examples of strategies
•	Noting and	for teaching Early Grade,	for teaching Early Grade,
	addressing areas	Upper Primary and JHS	Upper Primary and JHS
	where tutors	learners with SEN is	learners with SEN is
	may require	seminar and e-learning	seminar and e-learning
	clarification	opportunities (co-facilitated	opportunities (co-facilitated
•	Noting	with resource person)	with resource person)
	opportunities for		
	making links to	3.2 Ask tutors to read the	3.2 Read the teaching and
	the Basic School	teaching and learning	learning activities
	Curriculum	activities section of their	section of your course
		course manuals and	manual and discuss how
•	Noting	discuss how the	the different activities
	opportunities for	different activities can	can lead to the
	integrating: GESI	lead to the achievement	achievement of the LOs
	responsiveness	of the LOs and the LIs	
	and ICT and 21 st C		and the LIs specified in
	skills	specified in lesson 9.	lesson 9.
•	Reading,		
	discussion, and	E. g. Using seminar and e-	E. g. Using seminar and e-
	identification of	learning opportunities (co-	learning opportunities (co-
	continuous	facilitating with resource	facilitating with resource
	assessment	person) will lead to the	person) will lead to the
	opportunities in	achievement of the LO and	achievement of the LO and
	the lesson. Each	LI 1.	LI 1.
	lesson should		
	include at least	3.3 Ask tutors to discuss in	3.3 Discuss how knowledge
	two	their grade level groups	gained from lesson 9
	opportunities to	how knowledge gained	can be used to deliver
	use continuous	from lesson 9 can be	the Basic School
	assessment to	used to deliver the Basic	Curricular in your grade-
	support student	School Curricular.	level groups.
	teacher learning		
	Resources:	E. g. Knowledge gained	E. g. Knowledge gained
•		from lesson 9 on ethical	from lesson 9 on ethical
		standards and legal	standards and legal
	existing PD	concerns in counselling	concerns in counselling
	Themes, for	Early Grade, Upper Primary	Early Grade, Upper Primary
	example,	and JHS learners with SEN	and JHS learners with SEN
	action		
	research,	will be useful in providing	will be useful in providing
	questioning	guidance and counselling	guidance and counselling
	and to other	services in basic schools	services in basic schools
	external	(NTS 1d)	(NTS 1d)
	reference		
	material:		

	literature, on web, Utube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local	 3.4 Let tutors discuss in their grade level groups the relevance of lesson 9 for STS. E. g. Student teachers will be able to use ethical standards and legal concerns in counselling learners during STS. 	 3.4 In your grade level groups, discuss the relevance of lesson 9 for STS. E. g. Student teachers will be able to use the knowledge on ethical standards and legal concerns in counselling learners during STS. 	
	 availability guidance on any power point presentations, TLM or other resources which need to be developed 	3.5 Using the talking point strategy, ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated into lesson 9.	3.5 Discuss in your grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated into lesson 9.	
	to support learning	E. g. Creativity and innovation: Planning for	E. g. Creativity and innovation: Planning for	
•	Tutors should be expected to have	and implementing a role play.	and implementing a role play.	
	a plan for the	Digital literacy: using their	Digital literacy: using their	
	next lesson for	mobile devices to search for	mobile devices to search for	
	student teachers	information. Communication skills:	information. Communication skills:	
		through critiquing and	through critiquing and	
		presentations.	presentations.	
		Equity and inclusivity: using various strategies in	Equity and inclusivity: using various strategies in	
		grouping students	grouping students	
		considering their	considering their	
		background characteristics and abilities.	background characteristics and abilities.	
		3.6 Ask tutors to read the assessment components in their course manuals and discuss how the suggested assessments are linked to the NTEAP and the NTS.	3.6 Read the assessment components in their course manuals and discuss how the suggested assessments are linked to the NTEAP and the NTS.	
		E. g. In-lesson assessment: Group presentations during	E. g. In-lesson assessment: Group presentations during	

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	lessons and peer assessment and comments address CLO 4 in the course manual, the LO and LIs for lesson 9. Also, the assessment is in line with the subject portfolio aspect of the NTEAP and NTS 1b, e and 3b, c, and f.	lessons and peer assessment and comments address CLO 4 in the course manual, the LO and LIs for lesson 9. Also, the assessment is in line with the subject portfolio aspect of the NTEAP and NTS 1b, e and 3b, c, and f.
	3.7 Give stick-on sheets to tutors and ask them to suggest instructional resources that can be used to teach lesson 9.	3.7 On your stick-on sheets suggest instructional resources that can be used to teach lesson 9.
	NB: Ensure that the suggested resources are GESI responsive.	NB: Ensure that the suggested resources are GESI responsive.
	3.8 Direct tutors to read the instructional resources section of their course manuals and discuss how the resources there can be used to promote the teaching and learning of lesson 9.	3.8 Read the instructional resources section of your course manual and discuss how the resources there can be used to promote the teaching and learning of lesson 9.
	 E. g. Some resources that can be used to teach lesson 9 include: Mobile phones Laptops Videos Animations and pictures from YouTube on TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom 	 E. g. Some resources that can be used to teach lesson 9 include: Mobile phones Laptops Videos Animations and pictures from YouTube on TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom
	3.9 Allow one volunteer tutor to model a presentation of an aspect of lesson 9.	3.9 One volunteer should model a presentation of an aspect of lesson 9.

	NB: Group members should provide feedback on the model presentation.	NB: Group members should provide feedback on the model presentation.	
 4. Evaluation and review of session: Tutors should Identify critical friends to observe lessons 	4.1 Summarise the session and ask tutors if they have any concerns about any aspect of the lesson	4.1 Do you have any concerns about any aspect of the lesson?	15 mins
 observe lessons and report at next session. Identifying and addressing any outstanding issues relating to 	NB: Clarify any unresolved issues. If you cannot assist, seek help from the Subject Lead or the Subject Writer Lead for the course in question.		
the lesson/s for clarification	4.2 Ask tutors to identify a critical friend from the same or related subject area to observe the enactment of their lessons and provide them with feedback for discussion during the next PD session.	4.2 Identify a critical friend from the same or related subject area to observe the enactment of your lesson and provide you with feedback for discussion during the next PD session.	
	4.3 Encourage tutors to prepare in advance for lesson 10 and PD session 10.	4.2 You are encouraged to prepare in advance for lesson 10 as well as PD session 10.	

Age Levels/s:

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of 	 1.1 Use a relevant Ice breaker to welcome tutors to the 10th PD session of the semester 1.2 Using the find someone approach, get tutors to move from their original seats to identify a colleague who can tell them what they can recall from the previous PD session (session 9) and how it influenced their teaching over the week. 1.3 Ask tutors to tell how 	 1.1 Participate in the Ice breaker to prepare yourselves for the 10th PD session 1.2 Move from your original seats and identify a colleague who can tell you what they can recall from the previous PD session (session 9) and how it influenced their teaching over the week. 1.3 Tell how students will 	20 mins
 Overview of content and identification of 	 1.3 Ask tutors to tell how students will be prepared to employ 	 1.3 Tell how students will be prepared to employ relevant teaching, 	

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any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any	relevant teaching, learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1. (<i>Collect a</i> <i>few examples for</i> <i>discussion</i>)	learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1.
aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.4 Invite the critical friend(s) to give feedback on his/her observation of the last enacted lesson.	1.4 As a critical friend, share feedback on your observation of the last enacted lesson with the group.
	1.5 Refer tutors to the introductory section of lesson 10 in the course manuals (EG, UP and JHS) and encourage them to read silently from the overview to learning outcomes and their corresponding indicators for discussion.	1.5 Refer to the introductory section of lesson 10 in the course manuals (EG, UP and JHS) and read silently from the overview to learning outcomes and their corresponding indicators for discussion.
	1.6 Ask tutors to refer to the lesson overview and discuss the students' previous knowledge and the mode of lesson delivery.	1.6 Refer to the lesson overview and discuss the students' previous knowledge and the mode of lesson delivery.
	 1.7 Ask tutors to read the overview of the lesson content and identify the distinctive features of lesson 10 EXAMPLE (distinctive features) Ethical concerns in counselling Legal implications in counselling 	 1.7 Read the overview of the lesson content and identify the distinctive features of lesson 10 EXAMPLE (distinctive features) Ethical concerns in counselling Legal implications in counselling

2. Concept	2.1 Let tutors refer to the	2.1 Individually refer to the	15 mins
Development	course manuals (EG, UP	course manuals (EG, UP	
(New learning	and JHS) and use the	and JHS) to identify the	
likely to arise in	Think-Pair-Share	new learning that is	
lesson/s):	strategy to identify the	likely to occur in the	
Identification and	new learning that is	lesson, discuss it with a	
discussion of new	likely to occur in the	colleague and use them	
learning,	lesson	and share and share	
potential barriers		with the whole group	
to learning for	EXAMPLES (new learning)	EXAMPLES (new learning)	
student teachers	Areas of ethical, legal	Areas of ethical, legal	
or students,	concerns and	concerns and	
concepts or	professionalism in	professionalism in	
pedagogy being	counselling	counselling	
introduced in the	• Confidentiality, privacy	• Confidentiality, privacy	
lesson, which	and Privileged	and Privileged	
need to be	information	information	
explored with the			
SL/HoD	2.2 Use the Question-and-	2.2 Participate in the	
NB The guidance for	Answer strategy to lead	discussion by	
SL/HoD should set	a discussion with tutors	responding to the	
out what they need	on the new learning	questions on the new	
to do to introduce	identified in lesson 10	learning identified in	
and explain the		lesson 10	
issues/s with tutors	Suggested question: What		
	are the differences and		
	similarities between ethical		
	and legal issues in		
	counselling learners in early		
	childhood, middle childhood		
	and early adolescence?		
	2.3 Ask tutors to pair and	2.3 In pairs and identify	
	identify potential	some potential barriers	
	learning barriers for the	to learning for the	
	student teachers likely	student teachers that	
	to be encountered in	are likely to be	
	lesson 10 (EG, UP and	encountered in lesson	
	JHS), the way forward,	10 (EG, UP and JHS), the	
	and share with the	way forward, and share	
	larger group.	with the larger group.	
	EXAMPLE (potential	EXAMPLE (potential	
	barriers)	barriers)	
	Weak prior knowledge on	Weak prior knowledge on	
	the topic, large class size,	the topic, large class size,	
	lack of opportunity to use	lack of opportunity to use	
	ICT due to power cuts and	ICT due to power cuts and	

	unstable internet	unstable internet	1
	unstable internet	unstable internet	
	connectivity, inadequate	connectivity, inadequate	
	contact time due to, e.g.	contact time due to, e.g.	
	staff meetings etc.	staff meetings etc.	
	• <u>Way forward</u> (get	• <u>Way forward</u> (get	
	student teachers to do	student teachers to do	
	prior reading on the	prior reading on the	
	topic before the lesson,	topic before the lesson,	
	grouping, reporting	grouping, reporting	
	internet instability to	internet instability to	
	CoE management,	CoE management,	
	schedule meetings	schedule meetings	
	outside the instructional	outside the instructional	
	hours)	hours).	
	2.4 Ask tutors to consider	2.4 Consider the suggested	
	the suggested	pedagogies introduced	
	pedagogies introduced	in lesson 10 of the	
	in lesson 10 of the	course manuals (EG, UP	
	course manuals (EG, UP	and JHS) and discuss	
	and JHS) and discuss	with the whole group	
	how these relate to	how these relate to	
	their teaching	their teaching	
	philosophies and how	philosophies, how they	
	they could be explored	could be explored and	
	and enacted with the	enacted.	
	whole group.	chucicu.	
	E.g. (Talk for learning	E.g. (Talk for learning	
	approaches such as talking	approaches such as talking	
	point, concept cartoons,	point, concept cartoons,	
	grouping; e-learning,	grouping; e-learning,	
	demonstrations and	demonstrations and	
	presentations)	presentations)	
3. Planning for	3.1 Using the question-and-	3.1 Participate in discussing	40 mins
teaching,	answer strategy, lead a	the appropriateness of	
learning and	discussion on the	the suggested teaching	
assessment	appropriateness of the	and learning activities in	
activities for the	suggested teaching and	the course manuals to	
lesson/s	learning activities in the	teach lesson 10 in the	
 Reading and 	course manuals (EG, UP	course manuals (EG, UP	
discussion of the	and JHS) to teach lesson	and JHS).	
teaching and	10 in the course manual.		
learning activities	EXAMPLES:	EXAMPLES:	
 Noting and 	(the use of talking point	(the use of talking point	
addressing areas	strategy to explore student	strategy to explore student	
where tutors	teachers' understanding of	teachers' understanding of	
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	may require	aspects read in the disability	aspects read in the disability	
	clarification	policy; using concept maps	policy; using concept maps	
•	Noting	to aid in the discussion on	to aid in the discussion on	
	opportunities for	the protection of client's	the protection of client's	
	making links to	confidentiality)	confidentiality)	
	the Basic School	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,	
	Curriculum	3.2 Ask tutors to note down	3.2 Note down areas of the	
		areas of the teaching	teaching and learning	
•	Noting	and learning activities	activities that you may	
	opportunities for	that they may need	need further	
	integrating: GESI			
	responsiveness	further clarification on	clarification on and how	
	and ICT and 21 st C	and how they may be	they may be addressed.	
	skills	addressed.		
•	Reading,			
	discussion, and	3.3 Brainstorm with tutors	3.3 Brainstorm some	
	identification of	to develop some	creative approaches and	
	continuous	creative approaches and	their related core	
	assessment	their related core	competencies, which	
	opportunities in	competencies likely to	are likely to be	
	the lesson. Each	be inculcated in student	inculcated in student	
	lesson should	students and extended	teachers and extended	
	include at least	to basic school learners	to basic school learners	
	two	through the student	through their STS	
		teachers' STS activities.	activities.	
	opportunities to			
	use continuous	EXAMPLES:	EXAMPLES:	
	assessment to	-		
	support student	Group Work - Collaborative	Group Work - Collaborative	
	teacher learning	learning	learning	
•	Resources:	Investigation - Critical	Investigation - Critical	
	 links to the 	Thinking	Thinking	
	existing PD	Critiquing presentations and	Critiquing presentations and	
	Themes, for	talk for learning strategies –	talk for learning strategies –	
	example,	Communication skills	Communication skills	
	action	(Students can ascertain the	(Students can ascertain the	
	research,	extent to which methods	extent to which methods	
	questioning	are used during STS	are used during STS	
	and to other	activities in schools.)	activities in schools.)	
	external			
	reference	3.4 Ask tutors to brainstorm	3.4 Brainstorm how GESI,	
	material:	how GESI, ICT, and 21st	ICT, and 21st Century	
		Century skills could be	skills could be	
	literature, on	integrated into the	integrated into the	
	web, Utube,	teaching and learning	teaching and learning	
	physical			
	resources,	activities suggested in	activities suggested in	
	powerpoint;	the course manuals.	the course manuals.	
	how they			
	should be			

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used.	EXAMPLES; ensuring equal	EXAMPLES; ensuring equal
Consideration	participation in the lesson	participation in the lesson
needs to be	activities for both genders	activities for both genders
given to local	and SEN, especially in	and SEN, especially in
availability	mainstream Colleges of	mainstream Colleges of
 guidance on 	Education. Using handheld	Education. Using handheld
any power	ICT tools and software like	ICT tools and software like
	JAWS for VIs in	JAWS for VIs in
point	-	-
presentations,	presentations and group	presentations and group
TLM or other	work.	work.
resources	Ensuring collaboration	Ensuring collaboration
which need to	through group work, critical	through group work, critical
be developed	thinking and	thinking and
to support	communication through	communication through
learning	discussions and	discussions and
• Tutors should be	presentations, etc.	presentations, etc.
expected to have		
a plan for the	3.5 Ask tutors to be in pairs,	3.5 In pairs, identify how
next lesson for	identify how lesson 10	lesson 10 links to the
student teachers	links to the existing PD	existing PD Themes,
student teachers	Themes, YouTube, etc.,	YouTube etc., and
	and discuss how they	discuss how they could
	could be used in	be used in enacting
	enacting lesson 10.	lesson 10.
	EXAMPLES:	EXAMPLES:
	Creative Approaches	Creative Approaches
	(Theme 1); Questioning	(Theme 1); Questioning
	(Theme 2); Talk for Learning	(Theme 2); Talk for Learning
	 Talking point (Theme 3); 	– Talking point (Theme 3);
	Group Work – mixed ability	Group Work – mixed ability
	(Theme 4); Teaching and	(Theme 4); Teaching and
	Learning Materials (Theme	Learning Materials (Theme
	5)	5)
	3.6 Ask tutors to mention	3.6 Mention some GESI
	some GESI responsive	responsive resources
	resources that can be	that can be used with
	used with the suggested	the suggested
	approaches and	approaches and
	strategies in achieving	strategies in achieving
	the LOs.	the LOs.
	EXAMPLES;	EXAMPLES;
	 policy documents- 	 policy documents-
	NTS, National GESI	NTS, National GESI
	strategic Plan, etc.	strategic Plan, etc.
	 powerpoint slides 	 powerpoint slides
	with graphics and	with graphics and
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	 language friendly to both males and females as well as SEN. making available software like JAWS for the visually impaired student teachers to aid their presentations 3.7 Using Pair- Share, ask tutors to share with the larger group the continuous assessment opportunities in the course manuals for lesson 10, which they are currently employing and how they meet the NTEAP demands. i.e. (Subject Projects and Subject Portfolio) 	 language friendly to both males and females as well as SEN. making available software like JAWS for the visually impaired student teachers to aid their presentations 3.7 Turn to your elbow partner to discuss and share with colleagues the continuous assessment opportunities in the course manuals for lesson 11, which you are currently employing and how they meet the NTEAP demands. (Subject Projects and 	
	Subject Portjolloj	(Subject Projects and Subject Portfolio)	
	3.8 Ask a tutor to model a presentation of activity in lesson 10 (e.g. protecting confidentiality, privacy and privileged information in counselling) using Think- Pair-Share strategy and taking into consideration GESI issues (e.g. Make sure both genders and SEN take leading roles in their groups) NTS 1a, b, 2b, e, 3b, c,	3.8 Model a presentation of activity in lesson 10 (e.g. protecting confidentiality, privacy and privileged information in counselling) using Think-Pair-Share strategy and taking into consideration GESI issues (e.g. Make sure both genders and SEN take leading roles in their groups) NTS 1a, b, 2b, e, 3b, c,	
	3.9 Remind tutors to read lesson 10 in the course manuals and consider the discussion on the PD session to plan for lesson 10.	3.9 Remember to read Lesson 10 in your respective course manuals and consider the discussion on the PD session to plan for lesson 10.	

•	Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at	4.1 Ask tutors to individually share their views on the key issues discussed in the session and how they relate to their teaching philosophies.	4.1 Share your views on the key issues discussed in this PD session and how it relates to your teaching philosophy.	15 mins
•	next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 4.2 Encourage tutors to identify any outstanding issues relating to lesson 10 of the course (EG, UP and JHS) to be addressed later. 	 4.2 Identify any outstanding issues relating to lesson 10 of each course (EG, UP and JHS) to be addressed later. 	
		4.3 Encourage tutors to identify a critical friend to observe their lessons, report on it at the next PD session, and remind the student teachers of their teaching philosophies.	4.3 Remember to identify a critical friend to observe your lessons and report on it at the next PD session. Equally, remind the student teachers of their teaching philosophies.	

Age Levels/s:	Name of Subject/s:
Early Grade;	Guidance and Counselling for Early Grade
Upper Primary;	Guidance and Counselling for Upper Primary
Junior High School	Guidance and Counselling for Junior High School

Tutor PD Session for Lesson 11 in the Course Manual

poir fran be c sess shou bull wha the tuto duri Eacl be a spec shou the	us: the bullet nts provide the ne for what is to done in the sion. The SWL uld use the ets to guide at they write for SL/HoD and ors to do and say ing each session. h bullet needs to addressed, and cific references uld be made to course hual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
•	Introduction to the session Review prior learning A critical friend to share findings	1.1 Use a relevant Ice breaker to welcome tutors to the 11 th PD session of the semester	 1.1 Participate in the Ice breaker to prepare yourselves for the 11th PD session of the semester 	20 mins
•	for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and	1.2 Ask tutors to write on a sticker note how useful the previous PD session (10) for EG, UP, and JHS was and how it influenced their teaching over the week.	1.2 Write on a sticker note how useful the previous PD session (10) for EG, UP, and JHS was and how it influenced your teaching over the week.	
•	including learning outcomes and indicators Overview of content and	1.3 Ask the critical friend(s) to give feedback on his/her observation of the last enacted lesson.	1.3 As a critical friend, share with members the feedback from your observation of the last enacted lesson.	

identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should	1.4 Ask tutors to 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. (Collect a few examples for discussion)	1.4 Ask tutors to 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.
ask tutors to plan for their teaching as they go through the PD session	 1.5 Ask tutors to read through the introductory section of the course manuals (EG, UP and JHS) and encourage them to read up to learning outcomes and their corresponding indicators for discussion. CLO: Demonstrate knowledge, understanding, and preparation of a good professional teaching portfolio (NTS 1d) Lls: Submit portfolio developed as a requirement for formative assessment for the course. Submit project written as a requirement for formative assessment for the course. (E.g. ask how the LOs are 	 1.5 Read through the introductory section of the course manuals (EG, UP and JHS) up to learning outcomes and their corresponding indicators for discussion. CLO: Demonstrate knowledge, understanding, and preparation of a good professional teaching portfolio (NTS 1d) Lls: Submit portfolio developed as a requirement for formative assessment for the course. Submit project written as a requirement for formative assessment for the course.
	appropriately related to their corresponding LIs) 1.6 Ask tutors to individually refer to the introductory aspect of lesson 11 of the course	1.6 Individually refer to lesson 11 of the course manual (EG, UP and JHS), identify and share

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	manuals (EG, UP and	the important	
	JHS), identify the	/distinctive aspects of	
	important/distinctive	the lesson with the	
	aspects of the lesson	whole group.	
	and share with the		
	whole group		
	EXAMPLE (distinctive	EXAMPLE (distinctive	
	features)	features)	
	 Artefacts and 	 Artefacts and 	
	resources for the	resources for the	
	Guidance and	Guidance and	
	Counselling portfolio	Counselling portfolio	
	• Subject project as a	• Subject project as a	
	requirement for	requirement for	
	formative	formative	
	assessment	assessment	
2. Concept	2.1 Ask tutors to read	2.1 Read through lesson 11	15 mins
Development	through lesson 11 in the	in the course manuals	
(New learning	course manuals (EG, UP	(EG, UP and JHS) to	
likely to arise in	and JHS) to identify,	identify, note down the	
lesson/s):	note down the new	new learning that is	
 Identification 	learning that is likely to	likely to occur and share	
and discussion of	occur and share with the	with the whole group.	
new learning,	whole group.		
potential	Example (New Learning)	Example (New Learning)	
barriers to	• the need for submission	• the need for submission	
learning for	and assessment of	and assessment of	
student teachers	portfolio and project as	portfolio and project as	
or students,	requirements for	requirements for	
concepts or	formative assessment	formative assessment	
pedagogy being	for the course	for the course	
introduced in the	arrangement for	arrangement for	
lesson, which	submission of a subject	submission of a subject	
need to be	portfolio and subject	portfolio and subject	
explored with	project report for	project report for	
the SL/HoD	assessment	assessment	
NB The guidance for			
SL/HoD should set	2.2 Using the Think-Pair-	2.2 Individually identify	
	Share strategy, ask	some potential barriers	
out what they need	tutors to identify	to learning for the	
to do to introduce	potential learning	student teachers and	
and explain the	barriers for the student	the way forward in	
issues/s with tutors	teachers on lesson 12	lesson 11, turn to your	
	and the way forward.	elbow colleague to	
	,	dialogue with him/her	
		and then share with the	
		whole group.	
		Miloic Broup.	

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	Example: (<i>Potential Barriers</i>	Example: (Potential Barriers	
	for Student Teachers	for Student Teachers	
	• Student teachers might	Large class size	
	not be familiar with this	affecting,	
	approach of assessment	Unstable Internet	
	• Large class size	connectivity	
	affecting,		
	Unstable Internet		
	connectivity		
	<u>Way forward</u> (support		
	student teacher with a		
	checklist on the		
	arrangement and		
	submission of the		
	subject project and		
	subject portfolio		
	grouping, reporting		
	internet instability to		
	CoE management)		
	2.3 Put tutors into GESI	2.3 Be in groups and	
	appropriate groups to	identify the pedagogies	
	identify the pedagogies	introduced in lesson 11	
	introduced in lesson 11	of the course manuals	
	of the course manuals	(EG, UP and JHS),	
	(EG, UP and JHS),	discuss how these could	
	discuss how these could	be explored and share	
	be explored and share	with the larger group.	
	•	with the larger group.	
	with the larger group.		
	Examples	Examples	
	Use of e-Learning	Use of e-Learning	
	opportunities; working in	opportunities; working in	
	GESI appropriate groups;	GESI appropriate groups;	
	teacher-led discussion; role-	teacher-led discussion; role-	
	play and presentations	play and presentations	
3. Planning for	3.1 Allow tutors to remain	3.1 While in your course	40 mins
teaching,	in their groups to read	groups, read and discuss	
learning and	and discuss the teaching	the teaching and	
assessment	and learning activities	learning activities for	
activities for the	for Lesson 11 from the	Lesson 11 from the	
lesson/s	course manuals (EG, UP	course-specific manuals	
Reading and	and JHS).	(EG, UP and JHS).	
discussion of the			
teaching and	3.2 Ask the groups to share	3.2 In your groups, share	
learning activities	their views on teaching	your views on teaching	
	and learning activities	and learning activities	

•	Noting and	that need further	that need further
	addressing areas	clarification and how	clarification and suggest
	where tutors	they may be addressed.	ways to address them.
	may require		
	clarification	3.4 Using question and	3.4 Brainstorm and come
•	Noting	answer technique, lead	up with some creative
	opportunities for	tutors to brainstorm and	approaches and their
	making links to	come up with some	related core
	the Basic School	creative approaches and	competencies likely to
	Curriculum	their related core	be inculcated in student
•	Noting	competencies likely to	teachers through this
•	-	be inculcated in student	lesson and which can be
	opportunities for	teachers through this	extended to the basic
	integrating: GESI	_	
	responsiveness	lesson and which can be	school learners through
	and ICT and 21 st C	extended to the basic	STS activities.
	skills	school learners through	
•	Reading,	STS activities.	
	discussion, and	Suggested question(s)	
	identification of	 What creative 	
	continuous	approaches and	
	assessment	their related core	
	opportunities in	competencies can be	
	the lesson. Each	inculcated to the	
	lesson should	student-teacher	
	include at least	through this lesson?	
	two	• How can the student	
	opportunities to	teachers extend	
	use continuous	their knowledge and	
	assessment to	skills of the creative	
		approaches and	
	support student	related core	
	teacher learning		
•	Resources:	competencies to the	
	 links to the 	learners at the basic	
	existing PD	schools through STS	
	Themes, for	activities?	Examples of creative
	example,	Examples of creative	Examples of creative
	action	approaches and their	approaches and their
	research,	related core competencies:	related core competencies:
	questioning	Group Work - Collaborative	Group Work - Collaborative
	and to other	learning	learning
	external	Investigation - Critical	Investigation - Critical
	reference	Thinking	Thinking
	material:	Role Play - Communication	Role Play - Communication
	literature, on	(Students can ascertain the	(Students can ascertain the
	web, Utube,	extent to which methods	extent to which methods
	physical	are used during STS	are used during STS
	resources,	activities in schools.)	activities in schools.)
	resources,		, ,

powerpoint;	3.5 Ask tutors to brainstorm	3.5 Brainstorm how GESI,
how they	for how GESI, ICT, and	ICT, and 21st Century
should be	21 st Century skills could	skills could be
used.	be integrated into the	integrated into teaching
Consideration	teaching and learning	and learning activities.
needs to be	activities	and learning activities.
	activities	
given to local	5	5 and a
availability	Examples	Examples
 guidance on 	21 ST CENTURY SKILLS	21 ST CENTURY SKILLS
any power	<u>Creativity, Communication</u>	<u>Creativity, Communication</u>
point	Skills and Innovation:	Skills and Innovation:
presentations,	Planning for and	Planning for and
TLM or other	implementing a role-play	implementing a role-play
resources	(Guidance and Counselling	(Guidance and Counselling
which need to	Practicum) through	Practicum) through
be developed	critiquing and	critiquing and
to support	presentations.	presentations.
learning	ICT: using their mobile	ICT: using their mobile
• Tutors should be	devices to search for	devices to search for
expected to have	information; utilising short	information; utilising short
a plan for the	videos from YouTube.	videos from YouTube.
next lesson for	GESI: using various	GESI: using various
student teachers	strategies in grouping	strategies in grouping
	students considering their	students considering their
	background characteristics	background characteristics
	and abilities, even	and abilities, even
	distribution of teaching and	distribution of teaching and
	learning opportunities in	learning opportunities in
	and out of the classroom,	and out of the classroom,
	and ensuring that graphics	and ensuring that graphics
	in ICT material are GESI	in ICT material are GESI
	friendly; SEN, by inclusivity	friendly; SEN, by inclusivity
	and diversity making student teachers	and diversity making student teachers
	acknowledge the individual	acknowledge the individual
	differences in the	differences in the
	classroom, especially	classroom, especially
	mainstream Colleges of	mainstream Colleges of
	Education.	Education.
	3.6 Ask tutors to remain in	3.6 Remain in your course-
	their groups to identify	specific groups, identify
	links to the existing PD	links to the existing PD
	Themes, YouTube links	Themes and YouTube
	and discuss how they	links, and discuss how
	could be used in	they could be used.
	enacting lesson 10.	
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	Example: Group Work –	Example: Group Work –
	mixed ability and mixed-	mixed ability and mixed-
	gender groups (Theme 4)	gender groups (Theme 4)
	3.7 Ask individual tutors to	3.7 Mention some GESI
	mention some GESI	responsive resources
	responsive resources	that can be used with
	that can be used with	the suggested
	the suggested	approaches and
	approaches and	strategies in achieving
	strategies in achieving	the LIs in lesson 11.
	the LIs in lesson 11.	
	EXAMPLES;	EXAMPLES;
	Policy documents-	 Policy documents-
	NTS, National GESI	NTS, National GESI
	strategic Plan, etc.	strategic Plan, etc.
	PowerPoint slides	 PowerPoint slides
	with graphics and	with graphics and
	language friendly to	language friendly to
	both males and	both males and
	females as well as	females as well as
	SEN.	SEN.
		Making available
	Making available	-
	software like JAWS	software like JAWS
	for the visually	for the visually
	impaired student	impaired student
	teachers to aid their	teachers to aid their
	presentations.	presentations.
	3.8 Ask tutors to discuss the	3.8 Discuss the
	requirements,	requirements,
	submission and	submission and
	weighting of the <i>(subject</i>	weighting of the <i>(subject</i>
	portfolio and subject	portfolio and subject
	<i>project)</i> as formative	project) as formative
	assessment	assessment
	opportunities and	opportunities and
	deliberate on how they	deliberate on meeting
	meet the NTEAP	the NTEAP demands.
	demands.	
	3.9 Admonish tutors to read	3.9 Read Lesson 11 in your
	Lesson 11 in the course	course manuals and
	manuals and consider	consider the discussions
	the discussions on the	on the PD session to
	PD session to plan for	plan for lesson 11, take
	-	note of your teaching
L	lesson 11, taking note of	note of your teaching

	the individual teaching philosophies and their alignment to the lesson and reminding the student teachers to craft theirs.	philosophies and how they align to the lesson, also remind the student teachers of their teaching philosophy.	
 4. Evaluation and review of session: Tutors should Identify critical friends to 	4.1 Ask tutors to individually share their views on the key issues discussed during the session.	4.1 Individually share your views on the key issues discussed during the session.	15 mins
 observe lessons and report at next session. Identifying and addressing any 	4.2 Encourage tutors to identify any outstanding issues relating to the lessons to be addressed.	4.2 Identify and share any outstanding issues relating to the lessons to be addressed.	
outstanding issues relating to the lesson/s for clarification	4.3 Remind tutors to identify a critical friend to observe their lessons and report on it at the next PD session.	4.3 Remember to identify a critical friend to observe your lessons and report on it at the next PD session.	

Age Levels/s:

Early Grade; Upper Primary; Junior High School

Name of Subject/s:

Guidance and Counselling for Early Grade Guidance and Counselling for Upper Primary Guidance and Counselling for Junior High School

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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned 	 1.1 Use concept cartoons to recap the previous PD session (11) of EG, UP and JHS, and how it influenced their teaching over the week. 1.2 Ask the critical 	 1.1 With the aid of concept cartoons, show some of the issues discussed in the previous PD session (11) of EG, UP and JHS, and how useful it was to your teaching over the week. 1.2 As a critical friend, share 	20 mins
 Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of 	friend(s) to give feedback on his/her observation of the last enacted lesson (11) for EG, UP and JHS. 1.3 Ask tutors to reflect through discussions	 with members the feedback from your observation of the last enacted lesson (11) of EG, UP and JHS. 1.3 Reflect through discussion of the lessons 	
 Overview of content and identification of any distinctive 	of the lessons observed by a colleague on applying the previous PD	observed by a colleague on the application of the previous PD session (11) in the classroom.	

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aspects of the lesson/s,	session (11) for EG, UP and JHS in the	
NB The guidance for	classroom.	
SL/HoD should		
identify and address	1.4 Ask tutors to tell how	1.4 Tell how students will
any areas where tutors might require	students will be prepared to employ	be prepared to employ relevant teaching,
clarification on any	relevant teaching,	learning and assessment
aspect of the lesson.	learning and	strategies during the
NB SL/HoD should	assessment strategies	basic school classroom
ask tutors to plan for	during the basic school classroom work in STS	work in STS in year 4
their teaching as they go through the	in year 4 semester 1.	semester 1.
PD session	(Collect a few examples	
	for discussion)	
	1.5 Put tutors into GESI	1.5 Put yourself into course-
	appropriate groups to	specific groups and read
	read through the introductory section of	through the introductory section of
	the course manuals (EG,	the course manuals to
	UP and JHS) and	learn outcomes and
	encourage them to read	their corresponding
	up to learning outcomes and their corresponding	indicators for discussion.
	indicators for discussion.	
	1.6 Ask tutors in their groups to identify and	1.6 In your groups, discuss and share the
	discuss the	important/distinctive
	important/distinctive	aspects of the lesson
	aspects of the lesson	(12) of EG, UP and JHS
	(12) of EG, UP and JHS	and share with the
	and share with the larger group	larger group.
	EXAMPLE (distinctive	EXAMPLE (distinctive
	features)	features)
	Guidance services	Guidance services
	Counselling	Counselling tookrigues for
	techniques for behaviour	techniques for behaviour
	modification in EG,	modification in EG,
	UP and JHS	UP and JHS

2. Concept	2.1	L Ask each GESI	2.1 In your groups, read	15 mins
Developm		appropriate group to	through lesson 12 and	
(New lear		read through lesson 12	note down the new	
likely to a	-	and note down new	learning that is likely to	
lesson/s):		learning that is likely to	occur from the course	
		occur from the course	manuals (EG, UP and	
 Identification and discustor 		manuals (EG, UP and	JHS).	
			JH3).	
new learn	.	JHS).		
potential		ew Learning)	(New Learning)	
barriers to		view of previous lessons;	Review of previous lessons;	
learning f		amples	Examples	
student te		Historical and	Historical and	
or studen	-	Conceptual Issues	Conceptual Issues	
concepts		Guidance Services	Guidance Services	
pedagogy	-	Communication Skills in	 Communication Skills in 	
introduce		Counselling	Counselling	
lesson, wi		Counselling Techniques	Counselling Techniques	
need to b		for Behaviour	for Behaviour	
explored		Modification in Early	Modification in Early	
the SL/Ho		Childhood, Middle	Childhood, Middle	
NB The guida		Childhood and Early	Childhood and Early	
SL/HoD shoul		Adolescence	Adolescence	
out what the	y need 🔒	Assessment Inventories	Assessment Inventories	
to do to intro	duce	for Counselling	for Counselling	
and explain th	ne	Practicum	Practicum	
issues/s with	tutors 🖕	Counselling Learners	• Counselling Learners	
		with Special Needs	with Special Needs	
	•	, Ethical Standards and	 Ethical Standards and 	
		Legal Concerns in	Legal Concerns in	
		Counselling in Early	Counselling in Early	
		Childhood, Middle	Childhood, Middle	
		Childhood and Early	Childhood and Early	
		Adolescence School	Adolescence School	
		Settings	Settings	
		Settings	Settings	
	2.2	2 Ask each group to share	2.2 Each group should share	
	2.2	their views on the new	their views on the new	
		learning they have	learning you have noted	
		noted with the whole	with the whole group	
		group for discussion.	for discussion.	
		BIOUD IOI UISCUSSIOII.		
	2.3	B Ask each group to	2.3 Each group should	
		dialogue and identify	dialogue and identify	
		potential learning	potential learning	
		barriers for the student	barriers for the student	
		teachers in the lesson	teachers in the lesson	
		(12) of EG, UP, and JHS,	(12) of EG, UP, and JHS,	
L	1	(, ===, ==, ==, ==, ==, ==, ==, ==, ==,	(,,,	

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	the way forward, and	the way forward and	
	share their findings with	share with the larger.	
	the larger group.		
	(Potential Examples of	(Potential Barriers for	
	Barriers for Student	Student Teachers	
	Teachers	• Inadequate revision of	
	• Inadequate revision of	topics by student	
	topics by student	teachers.	
	teachers.	Large class size	
		_	
	Large class size	affecting,	
	Unstable Internet	Unstable Internet	
	connectivity	connectivity	
	• The student teachers	• That certain subjects in	
	may have the	the curriculum are for	
	perception that	certain gender groups.	
	Guidance and	E.g. ICT for males,	
	counselling are for only	Agricultural Science for	
	the vulnerable learners.	males, and Home	
		Economics for females.	
		5 5	
	2.4 Ask groups to identify	2.4 In your groups, identify	
	and discuss with the	and discuss how the	
	larder group how the	pedagogies introduced	
	pedagogies introduced	in lesson 12 of EG, UP	
	in lesson 12 of EG, UP,	and JHS could be	
	and JHS could be		
		explored	
	explored		
	(New Pedagogy	(New Pedagogy	
	Use of e-Learning	Use of e-Learning	
	opportunities; tutor-led	opportunities; tutor-led	
	discussions; brainstorming;	discussions; brainstorming;	
	seminars; and Question and	seminars; and Question and	
	Answer)	Answer)	
3. Planning for	3.1 Allow tutors to remain	3.1 While in your groups,	40 mins
teaching,	in their GESI appropriate	read and discuss the	
learning and	groups to read and	teaching and learning	
assessment	discuss the teaching and	activities for Lesson 12	
activities for the	learning activities for	from the course	
lesson/s	Lesson 12 from their	manuals EG, UP and JHS.	
 Reading and 	course manuals (EG, UP		
discussion of the	and JHS).		
teaching and	Example: (teaching and	Example: (teaching and	
learning activities	learning activities for Lesson	learning activities for Lesson	
	12)	12)	
-	· ·	· ·	
addressing areas	Use questioning and tuter led discussion	Use questioning and tutor lad discussion	
where tutors	tutor-led discussion	tutor-led discussion	

may require clarification

- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student
- teacher learningResources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, powerpoint; how they should be

to elicit student teachers' views to review the counselling techniques in behaviour modification (PD Theme 2, 3).

 Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on guidance services (PD Theme 3)

3.2 Ask tutors in the groups to share their views on teaching and learning activities that need further clarification and address.

3.4 Using question and answer technique, lead tutors to brainstorm and develop some creative approaches and how their related core competencies could be inculcated in the student teachers, which can be extended to the basic school learners through STS activities. Example: Group Work - Collaborative learning Investigation - Critical Thinking Role Play - Communication (Students can ascertain the extent to which methods are used during STS activities in schools.)

to elicit student teachers' views to review the counselling techniques in behaviour modification (PD Theme 2, 3).

- Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on guidance services (PD Theme 3)
- 3.2 In your groups, share your views on teaching and learning activities that need further clarification and suggest ways to address them.
- 3.4 participate in the brainstorming and develop some creative approaches and how their related core competencies could be inculcated in the student teachers, which can be extended to the basic school learners through STS activities.

Example: Group Work - Collaborative learning Investigation - Critical Thinking Role Play - Communication (Students can ascertain the extent to which methods are used during STS activities in schools.)

used.	3.4 Ask tutors to brainstorm	3.4 Participate in the
Consideration	how GESI, ICT, and 21st	brainstorm for how
needs to be	Century skills could be	GESI, ICT, and 21 st
given to local	integrated into the	Century skills could be
availability	teaching and learning	integrated into the
 guidance on 	activities for lesson 12	teaching and learning
any power	(EG, UP and JHS).	activities for lesson 12
point		(EG, UP and JHS).
presentations,	Example	Example
TLM or other		-
	ICT by utilising short	ICT by utilising short
resources	videos from	videos from
which need to	YouTube,	YouTube,
be developed	preparation and	preparation and
to support	presentation of	presentation of
learning	PowerPoint slides;	PowerPoint slides;
• Tutors should be	• 21 st -century skills	• 21 st -century skills
expected to have	through	through
a plan for the	collaboration and	collaboration and
next lesson for	communication	communication
student teachers	during group	during group
	presentations;	presentations;
	• GESI through fair	GESI through fair
	distribution of	distribution of
	-	-
	teaching and learning	
	opportunities in and	opportunities in and
	out of the classroom	out of the classroom
	and ensuring that	and ensuring that
	graphics in ICT	graphics in ICT
	material are GESI	material are GESI
	friendly; SEN,	friendly; SEN,
	inclusivity, and	inclusivity, and
	diversity make	diversity make
	student teachers	student teachers
	acknowledge the	acknowledge the
	individual differences	individual differences
	in the classroom,	in the classroom,
	especially	especially
	mainstream colleges	mainstream colleges
	of education.	of education.
	-	
	3.5 In pairs, ask tutors to	3.5 In pairs, identify links to
	identify links to the	the existing PD Themes,
	existing PD Themes,	YouTube links and
	YouTube links and	discuss how they could
	discuss how they could	be used in enacting
	be used in enacting	lesson 12 (EG, UP, and
	lesson 12 (EG, UP, and	JHS).
	JHS).	
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E.g. Questioning – question	E.g. Questioning – question
and answer (Theme 2);	and answer (Theme 2);
Group Work- mixed gender	Group Work- mixed gender
and ability groups (Theme	and ability groups (Theme
4); Teaching and Learning	4); Teaching and Learning
Materials (Theme 5)	Materials (Theme 5)
3.6 Using the Think-Pair-	3.6 Individually identify
Share strategy, ask	some GESI responsive
tutors to identify and	resources that can be
mention some GESI	used with the suggested
responsive resources	approaches and
that can be used with	strategies to support the
the suggested	delivery of lesson 12 of
approaches and	EG, UP and JHS,
strategies in achieving	dialogue with your
the LOs and the	elbow partner and share
corresponding LIs for	with the larger group.
	with the larger group.
lesson 12 of EG, UP and JHS.	
	Evenenies
Examples;	Examples;
 policy documents- 	policy documents-
NTS, National GESI	NTS, National GESI
strategic Plan, etc.	strategic Plan, etc.
PowerPoint slides	PowerPoint slides
with graphics and	with graphics and
language friendly to	language friendly to
both males and	both males and
females as well as	females as well as
SEN.	SEN.
making available software	making available software
like JAWS for the visually	like JAWS for the visually
impaired student teachers	impaired student teachers
to aid their presentations	to aid their presentations
3.7 Using Pair- Share, ask	3.7 Turn to your elbow
tutors to dialogue in	partner to dialogue and
pairs and share with	share with colleagues
colleagues how far they	how far you are done
are done with the	with the continuous
continuous assessment	assessment
opportunities in the	opportunities in EG, UP
course manuals EG, UP	and JHS course manuals
and JHS, and how they	and how they meet the
meet the NTEAP	NTEAP demands.
demands. Example;	Example; student
-	• •
student teachers'	teachers' submission of

	submission of Subject Projects and Subject Portfolio 3.8 Admonish tutors to read Lesson 12 in the course manuals (EG, UP and JHS) and consider the discussion on the PD session to plan for lesson 12.	Subject Projects and Subject Portfolio 3.9 Remember to read Lesson 12 in the course manuals (EG, UP and JHS) and consider the discussion on the PD session to plan for lesson 12.	
 Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at 	4.1 Ask tutors to individually note their views on the key issues discussed during the session on sticker notes and display them on the wall for a gallery walk.	4.1 Individually note your views on the key issues discussed during the session on sticker notes and display them on the wall for a gallery walk.	15 mins
 next session. Identifying and addressing any outstanding issues relating t the lesson/s for clarification 		4.2 Identify any outstanding issues relating to the lessons (1-11) of EG, UP, and JHS to be addressed.	
	 4.3 Use discussions to facilitate tutors reflection on the semester's PD sessions (1-12), make comments and suggestions to improve the process. 	4.3 Participate in the discussion, reflect on the semester's PD sessions (1-12), and make comments and suggestions to improve the process.	

Appendix 1

The PD session checklist: 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	FIACE.
• The first PD session of each semester introduces the course manual/s,	
course expectations and course assessment components	
 The final PD session provides the opportunity to review student teachers' 	
learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior	
knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic	
School Curriculum the PD session makes explicit links.	
LO: relevance to each session is introduced	
Interactive teaching PD sessions provide opportunities for SL/HOD to model	
interactive approaches to teaching and learning that tutors will use to support	
student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject-specific content and subject-specific pedagogy is	
modelled in PD sessions through activities for tutors. Any potentially new	
concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped 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 a	
direct page or point references to activities in each 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 promote	
student teachers' understanding of GESI responsiveness and support the	
inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include	
at least two (2) continuous assessment opportunities that will support tutors in	
developing student teachers' 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. For example,	
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 that support the development of 21c skills, in particular	
the use of ICT. The development of these is integrated into the PD sessions,	

including ICT to support learning. Each PD session should include at least two	
(2) examples of students requiring 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.	

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual
	individual or collaborative	or collaborative student teacher
	student teacher work.	work.
WHAT IS IT?	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to enable	collection of student teachers' work
	student teachers to	that has been selected and organized
	demonstrate achieving one or	for a particular subject to show
	more of the CLOs, progress	student teacher's learning and
	towards achieving identified	progress to achieving the CLOs
	NTS, development of	through examples of his or her best
	knowledge and understanding	work.
	of the Basic School Curriculum,	
	GESI responsiveness, using ICT	
	mand 21stC skills	
CONSTITUENTS	Introduction: a clear	3 items of work produced during the
	statement of aim and purpose	semester were selected by student
	Methodology: what the	teachers with tutor support during
	student teacher has done and	the semester as best examples of
	why to achieve the aim and	their progress and 200-word reflection on the items*
	purpose of the project	renection on the items
		Or 2 items of work and
	Substantive or main section:	
		A mid-semester assessment: case
	Presentation of any artefacts,	study, reflective note, quiz.
	experiments, TLMs created for	
	the project; presentation,	* For each item they select, Student
	analysis, and interpretation of	teacher's need to reflect on
	what has been done learned,	
	or found out in relation to	progress against identified NTS;
	focus of the project.	achieving CLOs; increased knowledge
		and understanding of the Basic School
	Conclusion: Statement of the	Curriculum, GESI responsiveness,
	key outcomes of the project;	integration of ICT and how they could
	reflection on what the student	have approached developing the item
	teacher has learnt	differently to achieve a better
		outcome

Appendix 2. Course Assessment Components briefly

WEIGHT	Overall weighting of project = 30% Weighting of individual parts of the project out of 100 • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30	Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%. OR ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b)Mid-semester assessment 30% ii(c)Presentation and organisation of portfolio 10%
EXAM	more of the CLOs, progress towa development of knowledge and	understanding of the Basic School
	Curriculum, ability to use GESI re ICT and 21 st C skills in teaching a	esponsive approaches and to integrate nd learning



SPECIAL EDUCATION NEEDS (SEN)

Age Levels/s: JHS (1 COURSE: 3 CREDITS) Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABILITIES

Lesson 1: Concept of Autism Spectrum Disorders (ASD) (12 -15 years)

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in session one	1a.1.1 Welcome Tutors to the semester and to the	1a.1.1 Participate in an ice-breaker to begin the	20 mins
 Introduction to the purpose of the specialisms: EG, UP and JHS Overview of 	current session (Year 3 Semester 2). Begin the session with an ice- breaker.	first PD session for the semester (Year 3 Semester 2)	
 Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors 	1.2 Ask tutors to do self- introduction after which you inform them of newly appointed tutors where applicable.	1.2 Introduce yourself as well as newly appointed tutors (where applicable).	
according to the subject/s, age levels/s.	1.3 Ask Tutors to read from the Course Manual and discuss the purpose of	1.3 Read from the Course Manual and discuss the purpose of the JHS	

				[
•	Introduction to	the JHS specialism for discussion. Also, discuss	specialism and, the vision of the New Four-	
	the course manual/s	the vision of the New	Year B.Ed Curriculum.	
•	Overview of	Four-Year B.Ed		
•	course learning	Curriculum.		
	outcomes	currentin.		
		Note:	Note:	
•	Introduction to	This is a JHS Specialism	This is a JHS Specialism	
	the two	The purpose of the	The purpose of the	
	continuous	specialism is to train highly	specialism is to train highly	
	assessment			
	components to	qualified motivated new	qualified motivated new	
	be undertaken in	teachers who are effective,	teachers who are effective,	
	each subject	engaging and fully prepared	engaging and fully prepared	
	during the	to teach the Basic school	to teach the Basic school	
	semester (See	curriculum thereby,	curriculum thereby,	
	Course	improving learning	improving learning	
	Assessment	outcomes and life chances	outcomes and life chances	
	Components at a	of all learnings they teach.	of all learnings they teach.	
	Glance Appendix	In doing this, to instil in new	In doing this, to instil in new	
	NB in subjects	teachers the Nation's core	teachers the Nation's core	
	where there are	values for all learners.	values for all learners.	
	no assessment			
	components in			
	the course	1.4 Ask tutors to	1.4 Read the introductory	
	manuals	individually read the	sections of the course	
	examples will	introductory sections of	manual for JHS and	
	need to be	the course manual for	discuss the goal for the	
	provided for	JHS and discuss the goal	course, key contextual	
	SL/HoD.	for the course, key	factors, course	
		contextual factors,	description, core and	
		course description, core	transferable skills, cross-	
		and transferable skills,	cutting issues, including	
		cross-cutting issues,	GESI and ICT.	
		including GESI and ICT		
1(t) Introduction to	Reminder:	Reminder:	
•	, e session	Remind tutors to take note	Tutors are reminded to take	
•	Review prior	of all NTS references	note of all NTS references	
-	learning	identified in the course	identified in the course	
•	Reading and	manual.	manual.	
-	discussion of the			
	introductory	1.5 Ask tutors to read the	1.5 Read the course manual	
	•	course manual and	and discuss the course	
	sections of the	discuss the course	learning outcomes and	
	lesson up to and	learning outcomes and	indicators	
	including	indicators.	malcators	
	learning			

outcomes and indicators

Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

Note: CLO:

Student teachers will demonstrate knowledge and understanding of the concept of autism spectrum disorder (ASD) (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)

Example of CLIs Student teachers will identify the key elements that explain autism spectrum disorders

Note:

The course is designed to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN specifically, learners with autism spectrum disorders and Specific Learning Disabilities.

The course will help students to understand what constitutes autism spectrum disorders and specific learning disabilities at the Junior High School level of education in Ghana. The course will enable students learn about the basics regarding the identification and characteristics of the different learning disabilities which are most

Note: CLO:

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The course will help students to understand what constitutes autism spectrum disorders and specific learning disabilities at the Junior High School level of education in Ghana. The course will enable students learn about the basics regarding the identification and characteristics of the different learning disabilities which are most

commonly diagnosed in teaching and learning and, how to manage learners with autism spectrum disorders and Specific learning disabilities (SLD) at the Junior High School level. 1.6 Lead tutors to brainstorm how the	commonly diagnosed in teaching and learning and, how to manage learners with autism spectrum disorders and Specific learning disabilities (SLD) at the Junior High School level. 1.6 Brainstorm how the CLOs and CLIs relate to	
CLOs and CLIs relate to the relevant previous knowledge of student teachers.	the relevant previous knowledge of student teachers.	
1.7 Ask tutors to identify and discuss the lessons to be discussed in the course manual for the semester.	 1.7 Identify and discuss the lessons to be discussed in the course manual for the semester. 	
1.8 Ask tutors to read relevant portions of the NTEAP (assessment components) and discuss the assessment components to be undertaken in each subject during the semester (<i>Reference to</i> <i>NTEAP</i>)	1.8 Read relevant portions of the NTEAP (assessment components) and discuss the assessment components to be undertaken in each subject during the semester (<i>Reference to</i> <i>NTEAP</i>)	
Sample Subject Project: Design a simple questionnaire to sample the views of teachers on best practices in managing a learner with autism spectrum disorder (ASD) or	Sample Subject Project: Design a simple questionnaire to sample the views of teachers on best practices in managing a learner with autism spectrum disorder (ASD) or	
Specific Learning Disability (SLD). Administer the questionnaire during STS; analyse the data; present the results in a larger group (power-point preferred) and write a final report and	Specific Learning Disability (SLD). Administer the questionnaire during STS, analyse the data, present the results in a larger group (power-point preferred). Write a final report and	
submit (Not or than 10-	submit. (Not or than 10-	

nages typed double	pages, typed-double
pages, typed-double	
spaced). To be submitted at	spaced). To be submitted at
the end of week 5	the end of week 5
NB (Subject Project)	NB (Subject Project)
Overall Weighting of	Overall Weighting of
project= 30%	project= 30%
Weighting of individual	Weighting of individual
parts of the project out of	parts of the project out of
100	100
I. Introduction-10	I. Introduction-10
li. Methodology-20	li. Methodology-20
lii. Substantive section-40	lii. Substantive section-40
Iv. Conclusion and	Iv. Conclusion and
recommendation-30	recommendation-30
NB (Subject Portfolio)	NB (Subject Portfolio)
Overall weighting of	Overall weighting of
Project-30%	Project-30%
Weighting of Individual	Weighting of Individual
parts of portfolio out of 100	parts of portfolio out of 100
i(a). Each of the three (3)	i(a). Each of the three (3)
items selected by the	items selected by the
student teacher =30% (Total	student teacher =30% (Total
90%)	90%)
i(b). Presentation and	i(b). Presentation and
organization of portfolio	organization of portfolio
10%	10%
OR	OR
ii(a)Each of two (2) items	ii(a)Each of two (2) items
selected by the student	selected by the student
teacher = 30% (Total 60%).	teacher = 30% (Total 60%).
ii(b) Mid Semester	ii(b) Mid Semester
assessment =30%	assessment =30%
ii (a) Duasantati's south	
ii.(c) Presentation and	ii.(c) Presentation and
organisation of	organisation of
portfolio=10%	portfolio=10%
Note: Encourage tutors to	Note: Encourage tutors to
acquaint themselves with:	acquaint themselves with:
a. Scope of the subject	a. Scope of the subject
project and subject portfolio	project and subject portfolio
b. The percentage or weight	b. The percentage or weight
distributions	distributions
c. Alternative tools for CA	c. Alternative tools for CA

Sample Subject Portfolio a. Conduct Quizzes, Assignments and group presentations b. Tutors to take pictures of classroom interactions involving a learner with ASD and/or SLD during STS. c. Interview and analyze the interview data collected from teachers during STS d. discuss (in groups, individually and whole class, using power-points as applicable) and write reports on the findings of the data e. Keep/file the reports in their subject portfolio Student teacher present a comprehensive report on their findings 1b. PD Session 1 1.9 Ask tutors to recap/review previous lessons that have a bearing on the current lesson. In small mixed ability and gender groups ask tutors to compile their ideas on a flip chart	Sample Subject Portfolioa. Conduct Quizzes,Assignments and grouppresentationsb. Tutors to take pictures ofclassroom interactionsinvolving a learner with ASDand/or SLD during STS.c. Interview and analyze theinterview data collectedfrom teachers during STSd. discuss (in groups,individually and whole class,using power-points asapplicable) and writereports on the findings ofthe datae. Keep/file the reports intheir subject portfolioStudent teacher present acomprehensive report ontheir findings1b. PD Session 11.9 Recap/review previouslessons that have abearing on the currentlesson. In small mixedability and gendergroups compile yourideas on a flip chart for awhole-group discussion	
for a whole-group discussion	5	
Eg., a. Tutors have taken courses in Communication disorders, Related Services and Augmentative Communication Modes (References: Y2 S1, Y2 S2 and Y3 S1 course manuals).	Eg., a. Tutors have taken courses in Communication disorders, Related Services and Augmentative Communication Modes (References: Y2 S1, Y2 S2 and Y3 S1 course manuals).	
1.10 Ask tutors to tell how students employed the teaching, learning and	1.10 Tell how students employed the teaching, learning and	

assessments strategies they learned in college during their STS internship in year 3 and discuss how students will be prepared to employ these strategies during their basic school classroom work in STS in year 4 semester 1. (<i>Collect a few examples</i> <i>for discussion</i>).	assessments strategies they learned in college during their STS internship in year 3 and discuss how students will be prepared to employ these strategies during their basic school classroom work in STS in year 4 semester 1.	
 1.11 Ask Tutors to read silently and individually, the introductory sections of the lesson up to and including learning outcomes and indicators. Ask Tutors to comment on/discuss issues that are of interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y2S2 course) 	 1.11 Read silently and individually, the introductory sections of the lesson up to and including learning outcomes and indicators. Comment on/discuss issues that are of interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y2S2 course) 	
manual)	manual)	
1.12 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.	1.12 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.	
Note: example of distinctive feature: Student teachers will acquire basic skills required to identify and characterize different learning disabilities and how learners with autism spectrum disorders in Junior	Note: example of distinctive feature: Student teachers will acquire basic skills required to identify and characterize different learning disabilities and how learners with autism spectrum disorders in Junior	

			ı
	High Schools could be	High Schools could be	
	effectively managed in class	effectively managed in class	
	1.13 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.	1.13 Identify areas where you might require clarification on any aspect of the lesson, for r whole group discussion and redress.	
	1.14 Ask tutors to pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session	1.14 Pair up, (gender balance preferred) plan and draw a workable plan for your teaching as they go through this PD session	
2. Concept	2.1 Ask tutors to read the	2.1 Read the course manual	15 mins
Development	course manual and	and identify new	
(New learning	identify new learning,	learning, potential	
likely to arise in	potential barriers to	barriers to learning and,	
lesson/s):	learning and, concepts	concepts or pedagogy	
 Identification 	or pedagogy being	being introduced in the	
and discussion of new learning, potential	introduced in the lesson, for discussion	lesson, for discussion	
barriers to	Examples of barriers to	Examples of barriers to	
learning for	learning:	learning:	
student teachers	i. Large class sizes;	i. Large class sizes;	
or students,	ii. Poor Internet	ii. Poor Internet	
	connectivity;	connectivity;	
concepts or pedagogy being	iii. Student teachers'	iii. Student teachers'	
introduced in the	misconceptions about	misconceptions about	
lesson, which	causes of autism spectrum	causes of autism spectrum	
need to be	disorders and specific	disorders and specific	
explored with	learning disabilities	learning disabilities	
the SL/HoD	iv. Inadequate locally	iv. Inadequate locally	
NB The guidance for	designed and culturally	designed and culturally	
SL/HoD should set	specific tools to identify	specific tools to identify	
out what they need	learners with Auditory	learners with Auditory	
to do to introduce	Spectrum Disorders and	Spectrum Disorders and	
and explain the	Specific Learning disabilities	Specific Learning disabilities	
issues/s with tutors	v. Ignorance about the	v. Ignorance about the	
	rights of persons with	rights of persons with	
	disabilities	disabilities	
	นเริ่มมีแน่ธร	นเรลมแนะร	

	vi. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities <i>Examples of new learning:</i> a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD. <i>Examples of concepts/</i>	vi. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities <i>Examples of new learning:</i> a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD. <i>Examples of concepts/</i>	
	pedagogy being introduced a. autism spectrum disorders b. Specific Learning Disabilities	pedagogy being introduced a. autism spectrum disorders b. Specific Learning Disabilities	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read the course manual and discuss the teaching and learning activities in the lesson (Reference to the Course	3.1 Read the course manual and discuss the teaching and learning activities in the lesson (Reference to the Course	
 Reading and discussion of the teaching and 	Manual) Examples of Teaching and	Manual) Examples of Teaching and	
learning activities	learning Activities:	learning Activities:	
 Noting and addressing areas where tutors 	a. Concept cartooning on ASD b. Video shows of learners	a. Concept cartooning onASDb. Video shows of learners	
may require clarification	with Auditory Spectrum Disorders in their	with Auditory Spectrum Disorders in their	
Noting	adolescent stage	adolescent stage	
opportunities for making links to the Basic School	c. Using Teaching and learning material and adaptive devices in	c. Using Teaching and learning material and adaptive devices in developing basis academic	
 Curriculum Noting opportunities for integrating: GESI 	developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and	developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and	
responsiveness	tutor-led sessions on the identification and	tutor-led sessions on the identification and	

	and ICT and 21 st C	characteristics of learners	characteristics of learners
	skills	with ASD	with ASD
	Reading,	e. Use of communication	e. Use of communication
•	•		
	discussion, and	games, puzzles and videos	games, puzzles and videos
	identification of	to explain the meaning and	to explain the meaning and
	continuous	types of communication	types of communication
		disorders	disorders
	assessment		
	opportunities in	f. Tutor-led demonstrations	f. Tutor-led demonstrations
	the lesson. Each	on the assessment of the	on the assessment of the
	lesson should	learning progress of	learning progress of
		learners with ASD	learners with ASD
	include at least		
	two	g. Computer-based	g. Computer-based
	opportunities to	instructions for learners	instructions for learners
	use continuous	with ASD (Social stories)	with ASD (Social stories)
	assessment to	h. Shower thoughts on	h. Shower thoughts on
	support student	effective instructional	effective instructional
	teacher learning	strategies for learners with	strategies for learners with
•	Resources:	ASD	ASD
	 Links to the 	I. Effective communication	I. Effective communication
	existing PD	between the tutor and	between the tutor and
	Themes, for	student teacher and critical	student teacher and critical
	example,	analysis of best practices for	analysis of best practices for
	action	learners with ASD	learners with ASD
	research,	j. Computer based	j. Computer based
	questioning	instructions for learners	instructions for learners
	and to other	with ASD (Social stories)	with ASD (Social stories)
	external	k. Concept-cartooning of	k. Concept-cartooning of
	reference	SLD	SLD
		-	-
	material:	I. Tutor-led sessions on the	I. Tutor-led sessions on the
	literature, on	history of SLD	history of SLD
	web,		
	YouTube,	3.2 Ask tutors to read the	3.2 Read the course
	,	course manual and note	manual and note down
	physical		
	resources,	areas where they may	areas where you may
	power point;	require clarification for	require clarification for
	how they	further large group	further large group
	should be	discussions	discussions
	used.		
	Consideration	3.3 Ask tutors to read	3.3 Read relevant portions
	needs to be	relevant portions of the	of the Basic School
	given to local	Basic School Curriculum	Curriculum and write
	-	and write down and	down and discuss
	availability		
	 guidance on 	discuss opportunities	opportunities for
	any power	for making links during	making links during STS.
	point	STS	
	presentations,		
	•		
	TLM or other		

 resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills Note: GESI: Tutors to note and appreciate the fact that SEN embodies GESI issue. 	 3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills <i>Note:</i> <i>GESI:</i> Tutors to note that SEN embodies GESI
	ICT and 21 st Century Skills: a. Use smart phones to surf for information online b. Use of mart phones to download information from YouTube c. Use PowerPoint for group presentations d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication	ICT and 21 st Century Skills: a. Use smart phones to surf for information online b. Use of mart phones to download information from YouTube c. Use PowerPoint for group presentations d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication
	3.5 Remind Tutors of subject projects and let them share information on how students are working on these as appropriate.	3.5 Share information on how students are working on their subject projects as appropriate.
	3.6 Ask tutors to identify and discuss at least two opportunities to use continuous assessment to support student teacher learning: i. e Subject portfolio and project portfolio	3.6 Identify and discuss at least two opportunities to use continuous assessment to support student teacher learning: i. e Subject portfolio and project portfolio
	Reminder: Subject Project: a. Tutors design a simple interview protocol to sample the views of	Reminder: Subject Project: a. Tutors design a simple interview protocol to sample the views of

4.	Evaluation and review of session:	4.1 Ask tutors to identify a critical friend to observe	4.1 Identify a critical friend to observe your lesson	15 mins
		3.7 Ask tutors to prepare a plan for the next lesson.	3.7 Prepare a plan for the next lesson.	
		b. Samples of inventories and checklists c. Guide tutors on how to prepare and use PowerPoint for their presentations; d. Tutors develop TLMs/ other resources need to support learning	b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning	
		Examples of Resources: a. Audio visuals from YouTube	Examples of Resources: a. Audio visuals from YouTube	
		make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	
		<i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to	<i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to	
		b. Tutors to identify a child with ASD/SLD in their community and write a report on the nature of the disorder and possible ways of managing it.	b. Tutors to identify a child with ASD/SLD in their community and write a report on the nature of the disorder and possible ways of managing it.	
		teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report	teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report	

•	Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any	 their lesson and report on it at next session. 4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification 	 and report on it at next session. 4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification 	
•	and report at next session. Identifying and addressing any outstanding issues relating to	outstanding issues relating to the lesson/s	relating to the lesson/s	
	the lesson/s for clarification			

Age Levels/s: JHS (1 COURSE: 3 CREDITS) Name of Subject/s: AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 2: Identification of Autism Spectrum Disorders (ASD) (12 -15 years)

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.2 Ask tutors to recap/review lesson 1 (Concept of Autism Spectrum Disorders (ASD) (12 -15 years). In small mixed ability and gender groups ask tutors to list their observations on a flip chart for a whole-group discussion 	 1.1 A volunteer tutor shares an ice-breaker (It would be interesting if the ice-breaker has a relation with the course for the session) 1.2 Recap/review lesson 1(Concept of Autism Spectrum Disorders (ASD) (12 -15 years). In small mixed ability and gender groups ask tutors to list their observations on a flip chart for a whole-group discussion 	20 mins

•	Introduction to	Reminder: Remind tutors of	Reminder: Remind tutors
	the course	the assessment	reminded of the
	manual/s	components to be	assessment components to
•	Overview of	undertaken in the subject	be undertaken in the
	course learning	during the semester	subject during the semester
	outcomes	(Reference to NTEAP)	(Reference to NTEAP)
•	Introduction to		
-	the two	Example of LO:	Example of LO:
	continuous	demonstrate knowledge	Tutors demonstrate
		and understanding of the	knowledge and
	assessment	characteristics of learners	-
	components to		understanding of the ability
	be undertaken in	with Auditory Spectrum	to identified concept of
	each subject	Disorders (Reference:	Auditory Spectrum Disorder
	during the	NTECTF, Bullet 4 p. 23;	(Reference: NTECTF, Bullet 4
	semester (See	bullet 2 p. 42; NTS 3i)	p. 23; bullet 2 p. 42; NTS 3i)
	Course		
	Assessment	Example of LIs	Example of LIs
	Components at a	Student teachers will	Student teachers will
	Glance Appendix	identify the key elements	identify the key elements
	2) NB in subjects	that explain autism	that explain autism
	where there are	spectrum disorders	spectrum disorders
	no assessment		
		1.3 Ask tutors to tell how	1.3 Tell how students
	components in	students employed the	employed the teaching,
	the course	teaching, learning and	learning and
	manuals		-
	examples will	assessments strategies	assessments strategies
	need to be	they learned in college	they learned in college
	provided for	during their STS	during their STS
	SL/HoD.	internship in year 3 and	internship in year 3 and
		discuss how students	discuss how students
		will be prepared to	will be prepared to
		employ these strategies	employ these strategies
		during their basic school	during their basic school
		classroom work in STS in	classroom work in STS in
		year 4 semester 1.	year 4 semester 1
		(Collect a few examples	
1/1	o) Introduction to	for discussion).	
-	e session		
•	Review prior	1.4 Ask Tutors to read	1.4 Read silently and
	•	silently and individually,	individually, the
	learning	the introductory	introductory sections of
•	Reading and	-	-
	discussion of the	sections of the lesson up	the lesson up to and
	introductory	to and including learning	including learning
	sections of the	outcomes and	outcomes and
	lesson up to and	indicators. Ask Tutors to	indicators. Ask Tutors to
	including	comment on/discuss	comment on/discuss
	learning	issues that are of	issues that are of
L	0	1	I I

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interest and relevance	interest and relevance	
S2 course manual)	S2 course manual)	
-		
course manual and	and discuss and identify	
discuss and identify any		
distinctive aspects of the	of the lesson/s.	
lesson/s.		
E	5	
-		
-		
-		
-	-	
effectively managed	effectively managed	
1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.	1.6 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.	
1.7 Ask tutors to pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session	1.7 Pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session	
2.1 Ask tutors to read and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
	 to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual) 1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s. For example: Student teachers will acquire basic skills to identify and characterize different learning disabilities and how learners with autism spectrum disorders in Junior High Schools could be effectively managed 1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress. 1.7 Ask tutors to pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session 2.1 Ask tutors to read and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, 	to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.1.5 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.For example: Student teachers will acquire basic skills to identify and characterize different learning disabilities and how learners with autism spectrum disorders in Junior High Schools could be effectively managedFor example: Student teachers will acquire basic skills to identify and characterize different learning disabilities and how learners with autism spectrum disorders in Junior High Schools could be effectively managed1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.1.6 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.1.7 Ask tutors to pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session1.7 Pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session2.1 Ask tutors to read and ilearning and, concepts o pedagogy being introduced in the lesson, for discussion2.1 Read and identify new learning and, concepts being introduced in the lesson, for discussion

to learning for	Examples of barriers to	Examples of barriers to	
student teachers	learning:	learning:	
or students,	a. large class sizes;	a. large class sizes;	
concepts or	b. Poor Internet	b. Poor Internet	
pedagogy being	connectivity;	connectivity;	
introduced in the	c. Student teachers'	c. Student teachers'	
lesson, which	misconceptions about	misconceptions about	
need to be	causes of autism spectrum	causes of autism spectrum	
explored with the	disorders and specific	disorders and specific	
SL/HoD	learning disabilities	learning disabilities	
NB The guidance for	d. Inadequate locally	d. Inadequate locally	
SL/HoD should set	designed and culturally	designed and culturally	
out what they need	specific tools to identify	specific tools to identify	
to do to introduce	learners with Auditory	learners with Auditory	
and explain the	Spectrum Disorders and	Spectrum Disorders and	
issues/s with tutors	Specific Learning disabilities	Specific Learning disabilities	
	e. Ignorance about the	e. Ignorance about the	
	rights of persons with	rights of persons with	
	disabilities	disabilities	
	f. Lack of materials in	f. Lack of materials in	
	different formats for	different formats for	
	students/learners with	students/learners with	
	autism spectrum disorders	autism spectrum disorders	
	and Specific Learning	and Specific Learning	
	Disabilities	Disabilities	
	Examples of new learning:	Examples of new learning:	
	a. Tutors acquire knowledge	a. Tutors acquire knowledge	
	about causes,	about causes,	
	characteristics,	characteristics,	
	identification cues and early	-	
	intervention techniques for	intervention techniques for	
	learners with ASD and SLD.	learners with ASD and SLD.	
	Examples of	Examples of	
	Examples of	Examples of concepts/pedagogy being	
	concepts/pedagogy being introduced	concepts/peadgogy being introduced	
	a. autism spectrum	a. autism spectrum	
	disorders	disorders	
	Specific Learning Disabilities	Specific Learning Disabilities	
	Examples of	Examples of concepts/	
	concepts/pedagogy being	pedagogy being introduced	
	introduced	a. autism spectrum	
	a. autism spectrum	disorders	
	disorders	b. Specific Learning	
	b. Specific Learning	Disabilities	
	Disabilities		

2	Dianning for	2.1 Ack tutors to road and	3.1 Read and discuss the	
5.	Planning for	3.1 Ask tutors to read and		
	teaching,	discuss the teaching and	teaching and learning	
	learning and	learning activities in the	activities in the lesson	
	assessment	lesson		
	activities for the	(Reference to the Course	(Reference to the Course	
	lesson/s	Manual)	Manual)	
•	Reading and			
	discussion of the	Examples of Teaching and	Examples of Teaching and	
	teaching and	learning Activities:	learning Activities:	
	learning activities	a. Concept cartooning on	a. Concept cartooning on	
•	Noting and	ASD	ASD	
	addressing areas	b. Video shows of learners	b. Video shows of learners	
	where tutors	with Auditory Spectrum	with Auditory Spectrum	
	may require	Disorders in their	Disorders in their	
	clarification	adolescent stage	adolescent stage	
		c. Using Teaching and	c. Using Teaching and	
•	Noting	learning material and	learning material and	
	opportunities for	adaptive devices in	adaptive devices in	
	making links to	developing basic academic	developing basic academic	
	the Basic School	skills in learners with SLD at	skills in learners with SLD at	
	Curriculum			
•	Noting	the Junior High School Level	the Junior High School Level	
	opportunities for	d. Shower thoughts and	d. Shower thoughts and	
	integrating: GESI	tutor-led sessions on the	tutor-led sessions on the	
	responsiveness	identification and	identification and	
	and ICT and 21 st C	characteristics of learners	characteristics of learners	
	skills	with ASD	with ASD	
•	Reading,	e. Use of communication	e. Use of communication	
	discussion, and	games, puzzles and videos	games, puzzles and videos	
	identification of	to explain the meaning and	to explain the meaning and	
	continuous	types of communication	types of communication	
	assessment	disorders	disorders	
	opportunities in	f. Tutor-led demonstrations	f. Tutor-led demonstrations	
	the lesson. Each	on the assessment of the	on the assessment of the	
	lesson should	learning progress of	learning progress of	
	include at least	learners with ASD	learners with ASD	
	two	g. Computer-based	g. Computer-based	
	opportunities to	instructions for learners	instructions for learners	
	use continuous	with ASD (Social stories)	with ASD (Social stories)	
	assessment to	h. Shower thoughts on	h. Shower thoughts on	
	support student	effective instructional	effective instructional	
	teacher learning	strategies for learners with	strategies for learners with	
	Resources:	ASD	ASD	
	 Links to the 	i. Effective communication	i. Effective communication	
		between the tutor and	between the tutor and	
	existing PD	student teacher and critical	student teacher and critical	
	Themes, for	analysis of best practices for	analysis of best practices for	
	example,	learners with ASD	learners with ASD	
	action			

research,	j. Computer based	j. Computer based
questioning	instructions for learners	instructions for learners
and to other	with ASD (Social stories)	with ASD (Social stories)
external	k. Concept-cartooning of	k. Concept-cartooning of
reference	SLD	SLD
material:	I. Tutor-led sessions on the	I. Tutor-led sessions on the
literature, on	history of SLD	history of SLD
web,		
YouTube,	3.2 Ask tutors to read and	3.2 Read and note down
physical	note areas where they	areas where you may
resources,	may require clarification	require clarification for
power point;	for further large group	further large group
how they	discussions	discussions
should be		
used.	3.3 Ask tutors to read	3.3 Read relevant portions
Consideration	relevant portions of the	of the Basic School
needs to be	Basic School Curriculum	Curriculum and write
given to local	and write down and	down and discuss
availability	discuss opportunities	opportunities for
 guidance on 	for making links during	making links during STS.
any power	STS	making iniks during 515.
point	515	
presentations,	3.4 Ask tutors to identify	3.4 Identify opportunities
TLM or other	opportunities for	for integrating: GESI
	integrating: GESI	responsiveness and ICT
resources which need to	responsiveness and ICT	and 21 st C skills
	and 21 st C skills	
be developed		
to support	Nata	Nata
learning	Note:	Note:
• Tutors should be	GESI:	GESI:
expected to have	Tutors to note and	Tutors to note that SEN
a plan for the	appreciate the fact that SEN	embodies GESI
next lesson for	embodies GESI issue.	
student teachers		
	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
	a. Use smart phones to surf	a. Use smart phones to surf
	for information online	for information online
	b. Use of mart phones to	b. Use smart phones to
	download information from	download information from
	YouTube	YouTube
	c. Use PowerPoint for group	c. Use PowerPoint for group
	presentations	presentations
	d. Encourage small/mixed	d. Encourage small/mixed
	gender group formation to	gender group formation to
	ensure equity, inclusivity,	ensure equity, inclusivity,
	respect for diversity,	respect for diversity,
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	collaboration and	collaboration and	
	communication	communication	
	Reminder:	Reminder: Tutors are	
	Remind Tutors of subject	reminded of subject	
	projects.	projects.	
	3.5 Ask tutors to identify	3.5 Identify and discuss at	
	and discuss at least two	least two opportunities	
	opportunities to use	to use continuous	
	continuous assessment	assessment to support	
	to support student	student teacher	
	teacher learning: i. e	learning: i. e Subject	
	Subject portfolio and	portfolio and project	
	project portfolio	portfolio	
	project portiono	portiono	
	Reminder: Subject Project:	Reminder: Subject Project:	
	a. Tutors design a simple	a. Tutors design a simple	
	interview protocol to	interview protocol to	
	sample the views of	sample the views of	
	teachers in schools on best	teachers in schools on best	
	practices in identification	practices in identification	
	and management of	and management of	
	learners with ASD and SLD	learners with ASD and SLD	
	and, present a report	and, present a report	
	b. Tutors to identify a child	b. Tutors to identify a child	
	with ASD/SLD in their	with ASD/SLD in their	
	community and write a	community and write a	
	report on the nature of the	report on the nature of the	
	disorder and possible ways	disorder and possible ways	
	of managing it.	of managing it.	
	Note on Resources:	Note on Resources:	
	Refer Tutors to specific PD	Refer Tutors to specific PD	
	themes and lead them to	themes and lead them to	
	make links to the existing	make links to the existing	
	PD Themes, for example,	PD Themes, for example,	
	action research, questioning	action research, questioning	
	and to other external	and to other external	
	reference material:	reference material:	
	literature, on web, YouTube,	literature, on web, YouTube,	
	physical resources, power	physical resources, power	
	point; how they should be	point; how they should be	
	used. Consideration needs	•	
		used. Consideration needs	
	to be given to local	to be given to local	
	availability	availability	

 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and a denessing a comparison of the serve is a serve in the serve is a server in the server in the server is a server in the server in the server is a server in the server in the server is a server in the server is a server in the server is a server in the server in the server in the server is a server in the server in the server is a server in the server	 Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Guide tutors on how to prepare and use PowerPoint for their presentations; d. Tutors develop TLMs/ other resources need to support learning 3.6 Ask tutors to prepare a plan for the next lesson. 4.1 Ask tutors to identify a critical friend to observe lesson and report on it at next session. 4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification. 	 Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning 3.6 Prepare a plan for the next lesson. 4.1 Identify a critical friend to observe lessons and report at next session. 4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification 	15 mins
and report at next session.	outstanding issues relating to the lesson/s	relating to the lesson/s	

Age Levels/s: JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABILITIES

Lesson 3: Causes of Autism Spectrum Disorders (ASD) Etiology and Risk Factors

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.1 Ask tutors to recap/review lesson 2 (Identification of Autism Spectrum Disorders (ASD)-12- years. In small mixed ability and gender groups ask tutors to list their observations on a flip chart for a whole-group discussion 	 1.1 A volunteer tutor shares an ice-breaker (It would be interesting if the ice- breaker has a relation with the course for the session) 1.1 Recap/review lesson 2 (Identification of Autism Spectrum Disorders (ASD)-12-15 years). In small mixed ability and gender group tutors list their observations on a flip chart for a whole- group discussion 	20 mins

 Introduct the cours manual/s Overview course le outcome Introduct the two continuo assessme compone be under each sub during th semester Course Assessme Compone Glance A NB in s where th no assess compone the cours manuals examples need to b provided SL/HoD. 	se Remind i assessmu v of be under anning subject o s (Referent ition to <i>Example</i> us demons ent and under taken in with Auc pect bullet 2 p ent ents at a <i>Example</i> bullet 2 p ent ents at a <i>Example</i> subjects identify ere are that exp sment spectrum ents in se 1.2 Ask t studet for they durin	Tutors of the ent components to rtaken in the during the semester ce to NTEAP) of LO: trate knowledge erstanding of the ristics of learners ditory Spectrum s (Reference: Bullet 4 p. 23; p. 42; NTS 3i) of LIs teachers will the key elements lain autism n disorders utors to tell how ents employed the ning, learning and ssments strategies learned in college og their STS nship in year 3 and ss how students pe prepared to oy these strategies og their basic school	Reminder: Tutors are reminded of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP) <i>Example of LO:</i> Tutors demonstrate knowledge and understanding of the ability to identified concept of Auditory Spectrum Disorder (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i) <i>Example of LIs</i> Student teachers will identify the key elements that explain autism spectrum disorders 1.2 Tell how students employed the teaching, learning and assessments strategies they learned in college during their STS internship in year 3 and discuss how students will be prepared to employ these strategies during their basic school	
	durin class year (<i>Colle</i>	, 0		
 1(b) Introduction Review polearning Reading a discussion introduction sections 	rior silent silent section and to an n of the outco cory indic	Tutors to read tly and individually, ntroductory ons of the lesson up d including learning omes and ators. Ask Tutors to nent on/discuss	1.3 Read silently and individually, the introductory sections of the lesson up to and including learning outcomes and indicators. Comment on/discuss issues that	

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 lesson up to and including learning outcomes and indicators Overview of content and 	issues that are of interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)	are of interest and relevance to you and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)	
identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address	1.4 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.	1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.	
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	 Example of distinctive features: Basic knowledge on the etiology of and risk factors associated with autism spectrum disorders (ASD) 1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and for redress. 	 Example of distinctive features: Basic knowledge on the etiology of and risk factors associated with autism spectrum disorders (ASD) 1.5 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and for redress. 	
	1.6 Ask tutors to pair up (gender balance preferred), plan for their teaching as they go through this PD session	1.6 Form pairs to plan for your teaching as you go through this PD session	
 2. Concept Development (New learning likely to arise in lesson/s) Identification and discussion of new learning, potential barriers 	2.1 Ask tutors to read from the course manual and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read relevant portions of the course manual and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
to learning for student teachers or students,	Examples of barriers to learning: a. large class sizes;	Examples of barriers to learning: a. large class sizes;	

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concepts or	b. Poor Internet	b. Poor Internet	
pedagogy being	connectivity;	connectivity;	
introduced in the	c. Student teachers'	c. Student teachers'	
lesson, which	misconceptions about	misconceptions about	
need to be	causes of autism spectrum	causes of autism spectrum	
explored with the	disorders and specific	disorders and specific	
SL/HoD	learning disabilities	learning disabilities	
NB The guidance for	d. Inadequate locally	d. Inadequate locally	
SL/HoD should set	designed and culturally	designed and culturally	
out what they need	specific tools to identify	specific tools to identify	
to do to introduce	learners with Auditory	learners with Auditory	
and explain the	Spectrum Disorders and	Spectrum Disorders and	
issues/s with tutors	Specific Learning disabilities	Specific Learning disabilities	
	e. Ignorance about the	e. Ignorance about the	
	_	5	
	rights of persons with	rights of persons with	
	disabilities	disabilities	
	f. Lack of materials in	f. Lack of materials in	
	different formats for	different formats for	
	students/learners with	students/learners with	
	autism spectrum disorders	autism spectrum disorders	
	and Specific Learning	and Specific Learning	
	Disabilities	Disabilities	
	Examples of new learning:	Examples of new learning:	
	a. Tutors acquire knowledge	a. Tutors acquire knowledge	
	about causes,	about causes,	
	characteristics,	characteristics,	
	identification cues and early	identification cues and early	
	intervention techniques for	intervention techniques for	
	learners with ASD and SLD.	learners with ASD and SLD.	
	Examples of	Examples of	
	concepts/pedagogy being	concepts/pedagogy being	
	introduced	introduced	
	a. autism spectrum	a. autism spectrum	
	disorders	disorders	
	Specific Learning Disabilities	Specific Learning Disabilities	
		Specific Learning Disabilities	
	Examples of	Examples of	
	Examples of	Examples of	
	concepts/pedagogy being	concepts/pedagogy being	
	introduced	introduced	
	a. autism spectrum	a. autism spectrum	
	disorders	disorders	
	b. Specific Learning	Specific Learning Disabilities	
	Disabilities		

3.	Planning for	3.1 Ask tutors to read and	3.1 Read and discuss the	
	teaching,	discuss the teaching and	teaching and learning	
	learning and	learning activities in the	activities in the lesson	
	assessment	lesson	(Reference to the Course	
	activities for the	(Reference to the Course	(Nejerence to the course Manual)	
	lesson/s	Manual)	Wallaaly	
	•	Manaaly		
•	Reading and	Examples of Teaching and	Examples of Teaching and	
	discussion of the	Examples of Teaching and	Examples of Teaching and	
	teaching and	learning Activities:	learning Activities:	
	learning activities	a. Concept cartooning on	a. Concept cartooning on	
•	Noting and	ASD	ASD	
	addressing areas	b. Video shows of learners	b. Video shows of learners	
	where tutors	with Auditory Spectrum	with Auditory Spectrum	
	may require	Disorders in their	Disorders in their	
	clarification	adolescent stage	adolescent stage	
•	Noting	c. Using Teaching and	c. Using Teaching and	
	opportunities for	learning material and	learning material and	
	making links to	adaptive devices in	adaptive devices in	
	the Basic School	developing basic academic	developing basic academic	
	Curriculum	skills in learners with SLD at	skills in learners with SLD at	
•	Noting	the Junior High School Level	the Junior High School Level	
	opportunities for	d. Shower thoughts and	d. Shower thoughts and	
	integrating: GESI	tutor-led sessions on the	tutor-led sessions on the	
	responsiveness	identification and	identification and	
	and ICT and 21 st C	characteristics of learners	characteristics of learners	
	skills	with ASD	with ASD	
•	Reading,	e. Use of communication	e. Use of communication	
	discussion, and	games, puzzles and videos	games, puzzles and videos	
	identification of	to explain the meaning and	to explain the meaning and	
	continuous	types of communication	types of communication	
	assessment	disorders	disorders	
	opportunities in	f. Tutor-led demonstrations	f. Tutor-led demonstrations	
	the lesson. Each	on the assessment of the	on the assessment of the	
	lesson should	learning progress of	learning progress of	
	include at least	learners with ASD	learners with ASD	
	two	g. Computer-based	g. Computer-based	
	opportunities to	instructions for learners	instructions for learners	
	use continuous	with ASD (Social stories)	with ASD (Social stories)	
	assessment to	h. Shower thoughts on	h. Shower thoughts on	
		effective instructional	effective instructional	
	support student	strategies for learners with	strategies for learners with	
-	teacher learning	ASD	ASD	
•	Resources:	I. Effective communication	I. Effective communication	
	• Links to the	between the tutor and	between the tutor and	
	existing PD	student teacher and critical	student teacher and critical	
	Themes, for	analysis of best practices for	analysis of best practices for	
	example,	learners with ASD	learners with ASD	
	action		ICALITELS WILLI ASD	

research,	j. Computer based	j. Computer based
questioning	instructions for learners	instructions for learners
and to other	with ASD (Social stories)	with ASD (Social stories)
external	k. Concept-cartooning of	k. Concept-cartooning of
reference	SLD	SLD
material:	I. Tutor-led sessions on the	I. Tutor-led sessions on the
literature, on	history of SLD	history of SLD
web,		
YouTube,	3.2 Ask tutors to read and	3.2 Read and note down
physical	note areas where they	areas where you may
resources,	may require clarification	require clarification for
power point;	for further large group	further large group
how they	discussions	discussions
should be		
used.	3.3 Ask tutors to read	3.3 Read relevant portions
Consideration	relevant portions of the	of the Basic School
needs to be	Basic School Curriculum	Curriculum and write
given to local	and write down and	down and discuss
availability	discuss opportunities	opportunities for
 guidance on 	for making links during	making links during STS.
any power	STS	
point	515	
	3.5 Ask tutors to identify	3.4 Identify opportunities
presentations, TLM or other	-	
	opportunities for	for integrating: GESI
resources	integrating: GESI	responsiveness and ICT and 21 st C skills
which need to	responsiveness and ICT	
be developed	and 21 st C skills	
to support		
learning	Note:	Note:
Tutors should be	GESI:	GESI:
expected to have	Tutors to note and	Tutors to note that SEN
a plan for the	appreciate the fact that SEN	embodies GESI
next lesson for	embodies GESI issue.	
student teachers		
	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
	a. Use smart phones to surf	a. Use smart phones to surf
	for information online	for information online
	b. Use of mart phones to	b. Use smart phones to
	download information from	download information from
	YouTube	YouTube
	c. Use PowerPoint for group	c. Use PowerPoint for group
	presentations	presentations
	d. Encourage small/mixed	d. Encourage small/mixed
	gender group formation to	gender group formation to
	ensure equity, inclusivity,	ensure equity, inclusivity,
	respect for diversity,	respect for diversity,
L		

	collaboration and	collaboration and	
	communication	communication	
	Reminder:	Reminder:	
	Remind Tutors of subject	Tutors are reminded of	
	projects.	subject projects.	
	projects.	subject projects.	
	2 E Ack tutors to identify	2. Eldontify and discuss at	
	3.5 Ask tutors to identify	3.5 Identify and discuss at	
	and discuss at least two	least two opportunities	
	opportunities to use	to use continuous	
	continuous assessment	assessment to support	
	to support student	student teacher	
	teacher learning: i. e	learning: i. e Subject	
	Subject portfolio and	portfolio and project	
	project portfolio	portfolio	
		•	
	Reminder: Subject Project:	Reminder: Subject Project:	
	a. Tutors design a simple	a. Tutors design a simple	
	interview protocol to	interview protocol to	
	-	-	
	sample the views of	sample the views of	
	teachers in schools on best	teachers in schools on best	
	practices in identification	practices in identification	
	and management of	and management of	
	learners with ASD and SLD	learners with ASD and SLD	
	and, present a report	and, present a report	
	b. Tutors to identify a child	b. Tutors to identify a child	
,	with ASD/SLD in their	with ASD/SLD in their	
	community and write a	community and write a	
	report on the nature of the	report on the nature of the	
	disorder and possible ways	disorder and possible ways	
	of managing it.	of managing it.	
	Note on Resources:	Note on Resources:	
	Refer Tutors to specific PD	Refer Tutors to specific PD	
7	themes and lead them to	themes and lead them to	
	make links to the existing	make links to the existing	
	PD Themes, for example,	PD Themes, for example,	
	action research, questioning	action research, questioning	
	and to other external	and to other external	
	reference material:	reference material:	
	literature, on web, YouTube,	literature, on web, YouTube,	
	physical resources, power	physical resources, power	
	point; how they should be	point; how they should be	
	used. Consideration needs	used. Consideration needs	
	to be given to local	to be given to local	
	availability	availability	

	Examples of Resources:	Examples of Resources:	
	a. Audio visuals from	a. Audio visuals from	
	YouTube	YouTube	
	b. Samples of inventories	b. Samples of inventories	
	and checklists	and checklists	
	c. Guide tutors on how to	c. Tutors prepare and use	
	prepare and use PowerPoint	PowerPoint for their	
	for their presentations;	presentations	
	d. Tutors develop TLMs/	d. Tutors develop TLMs/	
	other resources need to	other resources need to	
	support learning	support learning	
	3.6 Ask tutors to prepare a	3.6. Prepare a plan for the	
	plan for the next lesson.	next lesson.	
4. Evaluation and	4.1 Ask tutors to identify a	4.1 Identify a critical friend	15 mins
review of	critical friend to observe	to observe the week's	
session:	lessons and report at	lessons and report at	
 Tutors need to 	next session.	the next PD session.	
identify critical			
friends to	4.2 Ask Tutors to bring up	4.2 Tutors bring up	
observe lessons	any outstanding issues	outstanding issues	
and report at	relating to the lesson/s	relating to the lesson/s	
next session.	for clarification.	for clarification.	
 Identifying and 			
addressing any			
outstanding			
issues relating to			
the lesson/s for			
clarification			

Age Levels/s: JHS (1 COURSE: 3 CREDITS) Name of Subject/s: AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson Title: Lesson 4: Effects of Autism Spectrum Disorders (ASD) on Learning

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. Introduction to the course manual/s 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.1 Ask tutors to recap/review lesson 3 (Causes of Autism Spectrum Disorders [ASD] Etiology and Risk Factors). In small mixed ability and gender groups ask tutors to list their observations on a flip chart for a whole-group discussion 	 1.1 A volunteer tutor shares an ice-breaker (It would be interesting if the ice- breaker has a relation with the course for the session) 1.1 Recap/review lesson 2 (Causes of Autism Spectrum Disorders [ASD] Etiology and Risk Factors). In small mixed ability and gender groups list your observations on a flip chart for a whole-group discussion 	20 mins

	<u> </u>	Densinden	Developelo
•	Overview of	Reminder:	Reminder:
	course learning	Remind Tutors of the	Tutors are reminded of the
	outcomes	assessment components to	assessment components to
•	Introduction to	be undertaken in the	be undertaken in the
	the two	subject during the semester	subject during the semester
	continuous	(Reference to NTEAP)	(Reference to NTEAP)
	assessment		
	components to	Example of LO:	Example of LO:
	be undertaken in	Demonstrate knowledge	Tutors demonstrate
	each subject	and understanding of the	knowledge and
	during the	effects of Auditory	understanding of the Effects
	semester (See	Spectrum Disorders (ASD)	of Autism Spectrum
	Course	on learning (Reference:	Disorders [ASD] on Learning).
	Assessment	NTECTF, Bullet 4 p. 23;	(Reference: NTECTF, Bullet 4
	Components at a	bullet 2 p. 42; NTS 3i)	p. 23; bullet 2 p. 42; NTS 3i)
	Glance Appendix		p, wallet _ p, the oil
	2) NB in subjects	Example of LIs	Example of LIs
	where there are	Student teachers will	Student teachers will
		identify the key elements	identify the key elements
	no assessment		
	components in	that explain autism	that explain autism
	the course	spectrum disorders	spectrum disorders
	manuals	1.2. Ack tutors to tall how	1.2 Tell how students
	examples will	1.2 Ask tutors to tell how	
	need to be	students employed the	employed the teaching,
	provided for	teaching, learning and	learning and
	SL/HoD.	assessments strategies	assessments strategies
		they learned in college	they learned in college
		during their STS	during their STS
		internship in year 3 and	internship in year 3 and
		discuss how students	discuss how students
		will be prepared to	will be prepared to
		employ these strategies	employ these strategies
		during their basic school	during their basic school
		classroom work in STS in	classroom work in STS in
		year 4 semester 1.	year 4 semester 1.
		(Collect a few examples	
		for discussion).	
1(k) Introduction to		
-	e session	1.3 Ask Tutors to read	1.3 Read silently and
•	Review prior	silently and individually,	individually, the
	learning	the introductory	introductory sections of
•	Reading and	sections of the lesson up	the lesson up to and
-	discussion of the	to and including learning	including learning
	introductory	outcomes and	outcomes and
	sections of the	indicators. Ask Tutors to	indicators. Comment
		comment on/discuss	on/discuss issues that
	lesson up to and	issues that are of	are of interest and
	including		

[
learning	interest and relevance	relevance to you and	
outcomes and	to them and also how	also how the LOs and LIs	
indicators	the LOs and LIs are	are aligned (Reference	
Overview of	aligned (Reference to Y3	to Y3 S2 course manual)	
content and	S2 course manual)		
identification of			
any distinctive	1.4 Ask tutors to read	1.4 Read relevant portions	
aspects of the	relevant portions of the	of the course manual	
•	course manual and	and discuss and identify	
lesson/s,			
NB The guidance for	discuss and identify any	any distinctive aspects	
SL/HoD should	distinctive aspects of the	of the lesson/s.	
identify and address	lesson/s.		
any areas where			
tutors might require	Example of distinctive	Example of distinctive	
clarification on any	features:	features:	
aspect of the lesson.	Basic knowledge on the	Basic knowledge on the	
NB SL/HoD should	etiology of and risk factors	etiology of and risk factors	
ask tutors to plan for	associated with autism	associated with autism	
their teaching as	spectrum disorders (ASD)	spectrum disorders (ASD)	
they go through the			
PD session	1.5 Ask tutors to identify	1.5 Tutors identify areas	
FD 36331011	-	-	
	areas where they might	where they might	
	require clarification on	require clarification on	
	any aspect of the lesson,	any aspect of the lesson,	
	for whole group	for whole group	
	discussion and redress.	discussion and redress.	
	1.6 Ask tutors to pair up	1.6 Pair up (gender balance	
	(gender balance	preferred), plan and	
	preferred), plan and	draw a workable plan	
	draw a workable plan	for your teaching as	
	for their teaching as	they go through this PD	
	they go through this PD	session	
	session	3031011	
	36331011		
2. Concept	2.1 Ask tutors to read and	2.1 Read and identify new	15 mins
Development	identify new learning,	learning, potential	
(New learning	potential barriers to	barriers to learning and,	
likely to arise in	learning and, concepts	concepts or pedagogy	
lesson/s):	or pedagogy being	being introduced in the	
Identification	introduced in the lesson,	lesson, for discussion	
and discussion of	for discussion		
new learning,	Examples of herricists	Examples of horrigan to	
potential	Examples of barriers to	Examples of barriers to	
barriers to	learning:	learning:	
learning for	a. large class sizes;	a. large class sizes;	
student teachers			

or students,	b. Poor Internet	b. Poor Internet	
concepts or	connectivity;	connectivity;	
pedagogy being	c. Student teachers'	c. Student teachers'	
introduced in the	misconceptions about	misconceptions about	
lesson, which	causes of autism spectrum	causes of autism spectrum	
need to be	disorders and specific	disorders and specific	
explored with	learning disabilities	learning disabilities	
the SL/HoD	d. Inadequate locally	d. Inadequate locally	
NB The guidance for	designed and culturally	designed and culturally	
SL/HoD should set	specific tools to identify	specific tools to identify	
out what they need	learners with Auditory	learners with Auditory	
to do to introduce	Spectrum Disorders and	Spectrum Disorders and	
and explain the	Specific Learning disabilities	Specific Learning disabilities	
issues/s with tutors	e. Ignorance about the	e. Ignorance about the	
issues/s with tutors	rights of persons with	rights of persons with	
	disabilities	disabilities	
	f. Lack of materials in	f. Lack of materials in	
	different formats for	different formats for	
	students/learners with	students/learners with	
	autism spectrum disorders	Autism Spectrum Disorders	
	and Specific Learning	and Specific Learning	
	Disabilities	Disabilities	
	Examples of new learning:	Examples of new learning:	
	a. Tutors acquire knowledge	a. Tutors acquire knowledge	
	about causes,	about causes,	
	characteristics,	characteristics,	
	identification cues and early	identification cues and early	
	intervention techniques for	intervention techniques for	
	learners with ASD and SLD.	learners with ASD and SLD.	
	Examples of	Examples of	
	concepts/pedagogy being	concepts/pedagogy being	
	introduced	introduced	
	a. autism spectrum	a. autism spectrum	
	disorders	disorders	
	Specific Learning Disabilities	Specific Learning Disabilities	
	Examples of	Examples of	
	concepts/pedagogy being	concepts/pedagogy being	
	introduced	introduced	
	a. autism spectrum	a. autism spectrum	
	disorders	disorders	
	b. Specific Learning	b. Specific Learning	
	Disabilities	Disabilities	
L	Disabilities	Disabilities	

2	Dianning for	2.1 Ack tutors to road and	3.1 Read and discuss the	
5.	Planning for	3.1 Ask tutors to read and		
	teaching,	discuss the teaching and	teaching and learning	
	learning and	learning activities in the	activities in the lesson	
	assessment	lesson		
	activities for the	(Reference to the Course	(Reference to the Course	
	lesson/s	Manual)	Manual)	
•	Reading and			
	discussion of the	Examples of Teaching and	Examples of Teaching and	
	teaching and	learning Activities:	learning Activities:	
	learning activities	a. Concept cartooning on	a. Concept cartooning on	
•	Noting and	ASD	ASD	
	addressing areas	b. Video shows of learners	b. Video shows of learners	
	where tutors	with Auditory Spectrum	with Auditory Spectrum	
	may require	Disorders in their	Disorders in their	
	clarification	adolescent stage	adolescent stage	
•	Noting	c. Using Teaching and	c. Using Teaching and	
•	-	learning material and	learning material and	
	opportunities for making links to	adaptive devices in	adaptive devices in	
	0	developing basic academic	developing basic academic	
	the Basic School	skills in learners with SLD at	skills in learners with SLD at	
	Curriculum			
•	Noting	the Junior High School Level	the Junior High School Level	
	opportunities for	d. Shower thoughts and	d. Shower thoughts and	
	integrating: GESI	tutor-led sessions on the	tutor-led sessions on the	
	responsiveness	identification and	identification and	
	and ICT and 21 st C	characteristics of learners	characteristics of learners	
	skills	with ASD	with ASD	
•	Reading,	e. Use of communication	e. Use of communication	
	discussion, and	games, puzzles and videos	games, puzzles and videos	
	identification of	to explain the meaning and	to explain the meaning and	
	continuous	types of communication	types of communication	
	assessment	disorders	disorders	
	opportunities in	f. Tutor-led demonstrations	f. Tutor-led demonstrations	
	the lesson. Each	on the assessment of the	on the assessment of the	
	lesson should	learning progress of	learning progress of	
	include at least	learners with ASD	learners with ASD	
	two	g. Computer-based	g. Computer-based	
	opportunities to	instructions for learners	instructions for learners	
	use continuous	with ASD (Social stories)	with ASD (Social stories)	
	assessment to	h. Shower thoughts on	h. Shower thoughts on	
	support student	effective instructional	effective instructional	
	teacher learning	strategies for learners with	strategies for learners with	
	Resources:	ASD	ASD	
	 Links to the 	i. Effective communication	i. Effective communication	
		between the tutor and	between the tutor and	
	existing PD	student teacher and critical	student teacher and critical	
	Themes, for	analysis of best practices for	analysis of best practices for	
	example,	learners with ASD	learners with ASD	
	action			

research,	j. Computer based	j. Computer based
questioning	instructions for learners	instructions for learners
and to other	with ASD (Social stories)	with ASD (Social stories)
external	k. Concept-cartooning of	k. Concept-cartooning of
reference	SLD	SLD
material:	I. Tutor-led sessions on the	I. Tutor-led sessions on the
literature, on	history of SLD	history of SLD
web,		
YouTube,	3.2 Ask tutors to read and	3.2 Read and note down
physical	note areas where they	areas where you may
resources,	may require clarification	require clarification for
power point;	for further large group	further large group
how they	discussions	discussions
should be		
used.	3.3 Ask tutors to read	3.3 Read relevant portions
Consideration	relevant portions of the	of the Basic School
needs to be	Basic School Curriculum	Curriculum and write
given to local	and write down and	down and discuss
availability	discuss opportunities	opportunities for
 guidance on 	for making links during	making links during STS.
any power	STS	
point		
presentations,	3.4 Ask tutors to identify	3.4 Identify opportunities
TLM or other	opportunities for	for integrating: GESI
resources	integrating: GESI	responsiveness and ICT
which need to	responsiveness and ICT	and 21 st C skills
be developed	and 21 st C skills	
to support		
learning	Note:	Note:
Tutors should be	GESI:	GESI:
expected to have	Tutors to note and	Tutors to note that SEN
a plan for the	appreciate the fact that SEN	embodies GESI
next lesson for	embodies GESI issue.	
student teachers		
	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
	a. Use smart phones to surf	a. Use smart phones to surf
	for information online	for information online
	b. Use of mart phones to	b. Use smart phones to
	download information from	download information from
	YouTube	YouTube
	c. Use PowerPoint for group	c. Use PowerPoint for group
	presentations	presentations
	d. Encourage small/mixed	d. Encourage small/mixed
	gender group formation to	gender group formation to
	ensure equity, inclusivity,	ensure equity, inclusivity,
	respect for diversity,	respect for diversity,

 1		
collaboration and	collaboration and	
communication	communication	
Reminder:	Reminder:	
Remind Tutors of subject	Tutors are reminded of	
projects.	subject projects.	
Share information on how	Share information on how	
students are working on	students are working on	
their subject projects as	their subject projects as	
appropriate.	appropriate.	
3.5 Ask tutors to identify	3.5 Identify and discuss at	
and discuss at least two	least two opportunities	
opportunities to use	to use continuous	
continuous assessment	assessment to support	
to support student	student teacher	
teacher learning: i. e	learning: i. e Subject	
_		
Subject portfolio and	portfolio and project	
project portfolio	portfolio	
Deminden Chiest Dist	Deminden Chiest Desiri	
Reminder: Subject Project:	Reminder: Subject Project:	
a. Tutors design a simple	a. Tutors design a simple	
interview protocol to	interview protocol to	
sample the views of	sample the views of	
teachers in schools on best	teachers in schools on best	
practices in identification	practices in identification	
and management of	and management of	
learners with ASD and SLD	learners with ASD and SLD	
and, present a report	and, present a report	
b. Tutors to identify a child	b. Tutors to identify a child	
with ASD/SLD in their	with ASD/SLD in their	
community and write a	community and write a	
report on the nature of the	report on the nature of the	
disorder and possible ways	disorder and possible ways	
of managing it.	of managing it.	
Nata an Deserves	Note on Descurrence	
Note on Resources:	Note on Resources:	
Refer Tutors to specific PD	Refer Tutors to specific PD	
themes and lead them to	themes and lead them to	
make links to the existing	make links to the existing	
PD Themes, for example,	PD Themes, for example,	
action research,	action research,	
questioning and to other	questioning and to other	
external reference material:	external reference material:	
literature, on web,	literature, on web,	

4.	4. Evaluation and	YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability <i>Examples of Resources:</i> <i>a. Audio visuals from</i> <i>YouTube</i> <i>b. Samples of inventories</i> <i>and checklists</i> <i>c. Guide tutors on how to</i> <i>prepare and use PowerPoint</i> <i>for their presentations;</i> <i>d. Tutors develop TLMs/</i> <i>other resources need to</i> <i>support learning</i> 3.6 Ask tutors to prepare a plan for the next lesson. 4.1 Ask tutors to identify a critical friend to observe	 YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability <i>Examples of Resources:</i> a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning 3.6 Prepare a plan for the next lesson. 4.1 Identify a critical friend to observe the week's 	15 mins
•	review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	critical friend to observe the week's lessons and report at next PD session. 4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification. Reminders: Ask Tutors to begin to remind student teachers that mandatory Internship scheduled for Year 4 SEM 1 is fast approaching. Student teachers should think about ways in which they would practicalize knowledge and skill sets acquired in previous courses on the identification and management of learners with SEN. Also, how to include SEN issues in their teaching philosophies.	 to observe the week's lessons and report at next PD session. 4.2 Bring up outstanding issues relating to the lesson/s for clarification. Reminders: Ask Tutors to begin to remind student teachers that mandatory Internship scheduled for Year 4 SEM 1 is fast approaching. Student teachers should think about ways in which they would practicalize knowledge and skill sets acquired in previous courses on the identification and management of learners with SEN. Also, how to include SEN issues in their teaching philosophies. 	

Lesson 5: Best Practices in teaching learners with Autism Spectrum Disorders (ASD) at the Junior High School Level (12-15 years)-Assessment of learners with ASD (I)

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.2 Ask tutors to recap/review lesson 4 (Effects of Autism Spectrum Disorders [ASD] on Learning). In small mixed ability and gender groups ask tutors to list their observations on a flip chart for a whole-group discussion 	 1.1 A volunteer tutor shares an ice-breaker (It would be interesting if the ice- breaker has a relation with the course for the session) 1.2 Recap/review lesson 4 (Effects of Autism Spectrum Disorders [ASD] on Learning). In small mixed ability and gender groups list your observations on a flip chart for a whole-group discussion 	20 mins

•	Introduction to	Reminder:	Reminder:
•	the course	Remind Tutors of the	Tutors reminded of the
	manual/s	assessment components to	assessment components to
•	Overview of	be undertaken in the	be undertaken in the
•		subject during the semester	subject during the semester
	course learning	(Reference to NTEAP)	(Reference to NTEAP)
	outcomes	(Reference to NTEAP)	(Reference to NTEAP)
•	Introduction to	Evenendo of LO	Evenerale of LO.
	the two	Example of LO:	Example of LO:
	continuous	Demonstrate knowledge	Tutors demonstrate
	assessment	and understanding of the	knowledge and
	components to	effects of Auditory	understanding of the
	be undertaken in	Spectrum Disorders (ASD)	Effects of Autism Spectrum
	each subject	on learning (Reference:	Disorders [ASD] on
	during the	NTECTF, Bullet 4 p. 23;	Learning). (Reference:
	semester (See	bullet 2 p. 42; NTS 3i)	NTECTF, Bullet 4 p. 23;
	Course		bullet 2 p. 42; NTS 3i)
	Assessment		
	Components at a	Example of LIs	Example of LIs
	Glance Appendix	Student teachers will	Student teachers will
	2) NB in subjects	identify the key elements	identify the key elements
	where there are	that explain Autism	that explain Autism
	no assessment	Spectrum Disorders	Spectrum Disorders
	components in		
	the course	1.3 Ask tutors to tell how	1.3 Tell how students
	manuals	students employed the	employed the teaching,
	examples will	teaching, learning and	learning and
	need to be	assessments strategies	assessments strategies
	provided for	they learned in college	they learned in college
	SL/HoD.	during their STS	during their STS
	56/100.	internship in year 3 and	internship in year 3 and
		discuss how students	discuss how students
		will be prepared to	will be prepared to
		employ these strategies	employ these strategies
		during their basic school	during their basic school
		classroom work in STS in	classroom work in STS in
		year 4 semester 1.	year 4 semester 1.
		(Collect a few examples	
		for discussion).	
-) Introduction to	1 4 Aple Tutovo to vogel	1.4 Deed ellently and
the	esession	1.4 Ask Tutors to read	1.4 Read silently and
•	Review prior	silently and individually,	individually, the
	learning	the introductory	introductory sections of
•	Reading and	sections of the lesson up	the lesson up to and
	discussion of the	to and including learning	including learning
	introductory	outcomes and	outcomes and
	sections of the	indicators. Ask Tutors to	indicators. Comment
	lesson up to and	comment on/discuss	on/discuss issues that
L		-	

				1
includi	-	issues that are of	are of interest and	
learnin	-	interest and relevance	relevance to you and	
	nes and	to them and also how	also how the LOs and LIs	
indicat	ors	the LOs and LIs are	are aligned (Reference	
Overvi	ew of	aligned (Reference to Y3	to Y3 S2 course manual)	
conten	it and	S2 course manual)		
identif	ication of			
any dis	stinctive	1.5 Ask tutors to read	1.5 Read relevant portions	
aspect	s of the	relevant portions of the	of the course manual	
lesson	/s,	course manual and	and discuss and identify	
NB The gu		discuss and identify any	any distinctive aspects	
SL/HoD sh		distinctive aspects of the	of the lesson/s.	
identify an		lesson/s.		
any areas		, -		
tutors mig		Example of distinctive	Example of distinctive	
clarificatio	-	features:	features:	
aspect of t	-	Effects of Autism Spectrum	Effects of Autism Spectrum	
NB SL/HoD		Disorders (ASD) on learning	Disorders (ASD)on learning	
-	to plan for			
their teach	•	1.6 Ask tutors to identify	1.6 Tutors identify areas	
they go th	-	areas where they might	where they might	
PD session	-	require clarification on	require clarification on	
PD SESSION	I	any aspect of the lesson,	any aspect of the lesson,	
		for whole group	for whole group	
		discussion and redress.	discussion and redress.	
		discussion and redress.	discussion and redress.	
		1.7 Ask tutors to pair up	1.7 Be in pairs (gender	
		(gender balance	balance preferred), plan	
		preferred), plan and	and draw a workable	
		draw a workable plan		
			plan for your teaching as	
		for their teaching as	you go through this PD	
		they go through this PD	session	
		session		
2. Concep	nt.	2.1 Ask tutors to read and	2.1 Read and identify new	15 mins
-	pment	identify new learning,	learning, potential	13 111113
	earning	potential barriers to	barriers to learning and,	
•	o arise in	learning and, concepts	concepts or pedagogy	
lesson		or pedagogy being		
-	-		being introduced in the	
 Identif 		introduced in the lesson,	lesson, for discussion	
	scussion of	for discussion		
	arning,	E a contra a Charles a	E a contra a Charles a	
potent		Examples of barriers to	Examples of barriers to	
barrier		learning:	learning:	
learnin	-	a. large class sizes;	a. Large class sizes;	
	t teachers	b. Poor Internet	b. Poor Internet	
or stud	lents,	connectivity;	connectivity;	

discussion of the teaching and learning activities	Examples of Teaching and learning Activities: a. Concept cartooning on ASD	Examples of Teaching and learning Activities: a. Concept cartooning on ASD
 Planning for teaching, learning and assessment activities for the lesson/s Reading and 	 3.1 Ask tutors to read and discuss the teaching and learning activities in the lesson (Reference to the Course Manual) 	3.1 Read and discuss the teaching and learning activities in the lesson (Reference to the Course Manual)
	Examples of concepts/pedagogy being introduced a. Autism Spectrum Disorders b. Specific Learning Disabilities	Examples of concepts/pedagogy being introduced a. Autism Spectrum Disorders b. Specific Learning Disabilities
	<i>Examples of new learning:</i> a. Tutors acquire knowledge about effects, causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.	Examples of new learning: a. Tutors acquire knowledge about effects, causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.
the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	d. Indequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities	d. madequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities
concepts or pedagogy being introduced in the lesson, which need to be explored with	c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities d. Inadequate locally	c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities d. Inadequate locally

•	Noting and	b. Video shows of learners	b. Video shows of learners	
	addressing areas	with Auditory Spectrum	with Auditory Spectrum	
	where tutors	Disorders in their	Disorders in their	
	may require	adolescent stage	adolescent stage	
	clarification	c. Using Teaching and	c. Using Teaching and	
•	Noting	learning material and	learning material and	
	opportunities for	adaptive devices in	adaptive devices in	
	making links to	developing basic academic	developing basic academic	
	the Basic School	skills in learners with SLD at	skills in learners with SLD at	
	Curriculum	the Junior High School Level	the Junior High School Level	
•	Noting	d. Shower thoughts and	d. Shower thoughts and	
	opportunities for	tutor-led sessions on the	tutor-led sessions on the	
	integrating: GESI	identification and	identification and	
	responsiveness	characteristics of learners	characteristics of learners	
	and ICT and 21 st C	with ASD	with ASD	
	skills	e. Use of communication	e. Use of communication	
•	Reading,	games, puzzles and videos	games, puzzles and videos	
	discussion, and	to explain the meaning and	to explain the meaning and	
	identification of	types of communication	types of communication	
	continuous	disorders	disorders	
	assessment	f. Tutor-led demonstrations	f. Tutor-led demonstrations	
	opportunities in	on the assessment of the	on the assessment of the	
	the lesson. Each	learning progress of	learning progress of	
	lesson should	learners with ASD	learners with ASD	
	include at least	g. Computer-based	g. Computer-based	
	two	instructions for learners	instructions for learners	
		with ASD (Social stories)	with ASD (Social stories)	
	opportunities to use continuous	h. Shower thoughts on	h. Shower thoughts on	
	assessment to	effective instructional	effective instructional	
		strategies for learners with	strategies for learners with	
	support student	ASD	ASD	
	teacher learning	i. Effective communication	i. Effective communication	
•	Resources:	between the tutor and	between the tutor and	
	 Links to the 	student teacher and critical	student teacher and critical	
	existing PD	analysis of best practices for	analysis of best practices for	
	Themes, for	learners with ASD	learners with ASD	
	example,	j. Computer based	j. Computer based	
	action	instructions for learners	instructions for learners	
	research,	with ASD (Social stories)	with ASD (Social stories)	
	questioning	k. Concept-cartooning of	k. Concept-cartooning of	
	and to other	SLD	SLD	
	external	I. Tutor-led sessions on the	I. Tutor-led sessions on the	
	reference			
	material:	history of SLD	history of SLD	
	literature, on		2.2 Dood and note down	
	web,	3.2 Ask tutors to read and	3.2 Read and note down	
	YouTube,	note areas where they	areas where you may	
	physical	may require clarification	require clarification for	

	resources,	for further large group	further large group
	power point;	discussions	discussions
	how they		
	should be	3.3 Ask tutors to read	3.3 Read relevant portions
	used.	relevant portions of the	of the Basic School
	Consideration	Basic School Curriculum	Curriculum and write
	needs to be	and write down and	down and discuss
	given to local	discuss opportunities	opportunities for
	availability	for making links during	making links during STS.
	 guidance on 	STS	
	-	515	
	any power	2.4. Aple to the rest of interesting	2.4 Identify one entry sition
	point	3.4 Ask tutors to identify	3.4 Identify opportunities
	presentations,	opportunities for	for integrating: GESI
	TLM or other	integrating: GESI	responsiveness and ICT
	resources	responsiveness and ICT	and 21 st C skills
	which need to	and 21 st C skills	
	be developed		
	to support	Note:	Note:
	learning	GESI:	GESI:
•	Tutors should be	Tutors to note and	Tutors to note that SEN
	expected to have	appreciate the fact that SEN	embodies GESI
	a plan for the	embodies GESI issue.	
	next lesson for		
		ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
	student teachers	2	-
		a. Use smart phones to surf	a. Use smart phones to surf
		for information online	for information online
		b. Use of mart phones to	b. Use smart phones to
		download information from	download information from
		YouTube	YouTube
		c. Use PowerPoint for group	c. Use PowerPoint for group
		presentations	presentations
		d. Encourage small/mixed	d. Encourage small/mixed
		gender group formation to	gender group formation to
		ensure equity, inclusivity,	ensure equity, inclusivity,
		respect for diversity,	respect for diversity,
		collaboration and	collaboration and
		communication	communication
		Reminder:	Reminder:
		Remind Tutors of subject	Tutors are reminded of
		projects.	subject projects.
		3.5 Share information on	3.5 Share information on
		how students are	how students are
		working on their subject	working on their subject
		projects as appropriate	projects as appropriate

3.6 Ask tutors to identify	3.6 Identify and discuss at	
and discuss at least two	least two opportunities	
opportunities to use	to use continuous	
continuous assessment	assessment to support	
to support student	student teacher	
teacher learning: i. e	learning: i. e Subject	
Subject portfolio and	portfolio and project	
project portfolio	portfolio	
Reminder: Subject Project:	Reminder: Subject Project:	
	a. Tutors design a simple	
a. Tutors design a simple		
interview protocol to	interview protocol to	
sample the views of	sample the views of	
teachers in schools on best	teachers in schools on best	
practices in identification	practices in identification	
and management of	and management of	
learners with ASD and SLD	learners with ASD and SLD	
and, present a report	and, present a report	
b. Tutors to identify a child	b. Tutors to identify a child	
with ASD/SLD in their	with ASD/SLD in their	
community and write a	community and write a	
report on the nature of the	report on the nature of the	
disorder and possible ways	disorder and possible ways	
of managing it.	of managing it.	
Note on Resources:	Note on Resources:	
Refer Tutors to specific PD	Refer Tutors to specific PD	
themes and lead them to	themes and lead them to	
make links to the existing	make links to the existing PD Themes, for example,	
PD Themes, for example,		
action research,	action research,	
questioning and to other	questioning and to other	
external reference material:	external reference material:	
literature, on web,	literature, on web,	
YouTube, physical	YouTube, physical	
resources, power point;	resources, power point;	
how they should be used.	how they should be used.	
Consideration needs to be	Consideration needs to be	
given to local availability	given to local availability	
Examples of Resources:	Examples of Resources:	
a. Audio visuals from	a. Audio visuals from	
YouTube	YouTube	
b. Samples of inventories	b. Samples of inventories	
and checklists	and checklists	

		c. Guide tutors on how to	c. Tutors prepare and use	
		prepare and use PowerPoint	PowerPoint for their	
		for their presentations;	presentations	
		d. Tutors develop TLMs/	d. Tutors develop TLMs/	
		other resources need to	other resources need to	
		support learning	support learning	
		3.6 Ask tutors to prepare a	3.6 Tutors prepare a plan	
		plan for the next lesson.	for the next lesson.	
4.	Evaluation and	4.1 Ask tutors to identify a	4.1 Identify a critical friend	15 mins
	review of	critical friend to observe	to observe the week's	
	session:	the week's lessons and	lessons and report at	
•	Tutors need to	report at the next PD	the next PD session.	
	identify critical	session.		
	friends to			
	observe lessons	4.2 Ask Tutors to bring up	4.2 Bring up outstanding	
	and report at	any outstanding issues	issues relating to the	
	next session.	relating to the lesson/s	lesson/s for clarification.	
•	Identifying and	for clarification.		
	addressing any	Reminders:	Reminders:	
	outstanding	Ask Tutors to begin to	Ask Tutors to begin to	
	issues relating to	remind student teachers	remind student teachers	
	the lesson/s for	that mandatory Internship	that mandatory Internship	
	clarification	scheduled for Year 4 SEM 1	scheduled for Year 4 SEM 1	
	clarmeation	is fast approaching.	is fast approaching.	
		Student teachers should	Student teachers should	
		think about ways in which	think about ways in which	
		they would practicalize	they would practicalize	
		knowledge and skill sets	knowledge and skill sets	
		acquired in previous courses	acquired in previous courses	
		on the identification and	on the identification and	
		management of learners	management of learners	
		with SEN. Also, how to	with SEN. Also, how to	
		include SEN issues in their	include SEN issues in their	
		teaching philosophies.	teaching philosophies.	

Age Levels/s: JHS (1 COURSE: 3 CREDITS) Name of Subject/s: AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 6: Best Practices in teaching learners with Autism Spectrum Disorders

(ASD) at the Junior High School Level (12-15 years)-Assessment of learners with ASD- (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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.2 Ask tutors to recap/review lesson 5(Best Practices in teaching learners with Autism Spectrum Disorders [ASD] at Junior High School Level (12-15 years). In small 	 1.1 Lesson begins with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.2 Tutors recap/review lesson 5(Best Practices in teaching learners with Autism Spectrum Disorders [ASD] at Junior High School Level (12-15 years). In small mixed ability and gender 	20 mins

-	t/s, age	groups ask tutors to list	observations on a flip	
levels/	s.	their observations on a	chart for a whole-group	
 Introdu 	uction to	flip chart for a whole-	discussion	
the cou	urse	group discussion		
manua	l/s			
Overvie	ew of	Reminder	Reminder:	
course	learning	Remind Tutors of the	Tutors are reminded of the	
outcon	-	assessment components to	assessment components to	
 Introdu 	uction to	be undertaken in the	be undertaken in the	
the two		subject during the semester	subject during the semester	
continu	-	(Reference to NTEAP)	(Reference to NTEAP)	
assessr				
		Example of LO:	Example of LO:	
-	ertaken in	Demonstrate knowledge	Demonstrate knowledge	
each su		and understanding of the	and understanding of the	
during		effects of Auditory	effects of Auditory	
-		Spectrum Disorders (ASD)	Spectrum Disorders (ASD)	
Course		on learning (Reference:	on learning (Reference:	
Assessi		NTECTF, Bullet 4 p. 23;	NTECTF, Bullet 4 p. 23;	
		bullet 2 p. 42; NTS 3i)	bullet 2 p. 42; NTS 3i)	
-	onents at a	builet 2 p. +2, 1113 31	builet 2 p. +2, 1113 31	
	Appendix	Example of LIs	Example of LIs	
-	n subjects there are	Student teachers will	Student teachers will	
		identify the key elements	identify the key elements	
	essment	that explain Autism	that explain Autism	
the cou	nents in	Spectrum Disorders	Spectrum Disorders	
manua				
		1.3 Ask Tutors to read	1.3 Read silently and	
examp need to		silently and individually,	individually, the	
		the introductory	introductory sections of	
provide		sections of the lesson up	the lesson up to and	
SL/Ho[).	to and including learning	including learning	
		outcomes and	outcomes and	
		indicators. Ask Tutors to	indicators. Comment	
		comment on/discuss	on/discuss issues that	
		issues that are of	are of interest and	
		interest and relevance	relevance to you and	
		to them and also how	also discuss how the LOs	
		the LOs and LIs are	and LIs are aligned	
		aligned (Reference to Y3	(Reference to Y3 S2	
		S2 course manual)	course manual)	
1/6) 1				
1(b) Introc		1.4 Ask tutors to read	1.4 Read relevant portions	
the session		relevant portions of the	of the course manual,	
Review		course manual and	discuss and identify any	
learnin	-	discuss and identify any	distinctive aspects of the	
Readin	-	distinctive aspects of the	lesson/s.	
discuss	ion of the	lesson/s.		

SL/ ide and tut cla asp NB asl the the	introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, The guidance for (HoD should entify and address y areas where ors might require rification on any bect of the lesson. SL/HoD should a tutors to plan for eir teaching as ey go through the session	 Example of distinctive features: Effects of Autism Spectrum Disorders (ASD) on learning 1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress. 1.6 Ask tutors to pair up (gender balance preferred), draw a work- plan for their teaching as they go through this PD session 	 Example of distinctive features: Effects of Autism Spectrum Disorders (ASD) on learning 1.5 Identify areas where you might require clarification on any aspect of the lesson, for whole group discussion and redress. 1.6 In pairs (a mix of both genders preferred), draw a work-plan for your teaching as you go through this PD session 	
•	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	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers: 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Tutors discuss what they need to do to introduce and explain the issues Examples of barriers: 	15 mins
	concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of autism spectrum disorders and specific learning disabilities	a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of autism spectrum disorders and specific learning disabilities	

SL, ou to an	B The guidance for /HoD should set t what they need do to introduce d explain the ues/s with tutors	d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for teaching students/learners with Autism Spectrum Disorders and Specific Learning Disabilities	d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for teaching students/learners with Autism Spectrum Disorders and Specific Learning Disabilities	
		Examples of new learning: a. Tutors acquire knowledge about best practices in teaching learners with ASD with emphasis on instructional strategies, causes, characteristics/identificatio n cues early intervention techniques for learners with ASD and SLD.	Examples of new learning: a. Tutors acquire knowledge about causes, characteristics/identificatio n cues early intervention techniques for learners with ASD and SLD.	
		Examples of concepts/pedagogy being introduced a. Autism Spectrum Disorders (ASD) b. Specific Learning Disabilities (SLD)	Examples of concepts/ pedagogy being introduced a. Autism Spectrum Disorders (ASD) b. Specific Learning Disabilities (SLD)	
3.	Planning for teaching, learning and assessment	3.1 Ask tutors to read and discuss the teaching and learning activities in the course	3.1 Read and discuss teaching and learning activities in the course	
•	activities for the lesson/s Reading and	(Refer to the Course Manual) Examples of Teaching and	(Refer to the Course Manual) Examples of Teaching and	
•	discussion of the teaching and learning activities Noting and addressing areas	learning Activities: a. Face-to-face- lecturette b. Discussions and talk for learning approaches that would be used to introduce	learning Activities: a. Face-to-face- lecturette b. Discussions and talk for learning approaches that would be used to introduce	

	where tutors	the lesson and help	the lesson and help	
	may require	students examine the	students examine the	
	clarification	effects of ASD n the spoken	effects of ASD n the spoken	
•	Noting	language and	language and	
	opportunities for	communication of the child	communication of the child	
	making links to	c. Seminar-Small group and	c. Seminar-Small group and	
	the Basic School	mixed group presentations	mixed group presentations	
	Curriculum	and discussions on the	and discussions on the	
		effects of ASD on the	effects of ASD on the	
•	Noting			
	opportunities for	socialization interpersonal	socialization interpersonal	
	integrating: GESI	and relationships and	and relationships and	
	responsiveness	behaviors of the child.	behaviors of the child.	
	and ICT and 21 st C			
	skills	Note: Ensure that female	Note: Ensure that female	
•	Reading,	and male as well as learners	and male as well as learners	
	discussion, and	with SEN participate fully	with SEN participate fully	
	identification of			
	continuous	d. Concept cartooning on	d. Concept cartooning on	
	assessment	ASD	ASD	
	opportunities in	e. Video shows of learners	e. Video shows of learners	
	the lesson. Each	with Auditory Spectrum	with Auditory Spectrum	
	lesson should	Disorders in their	Disorders in their	
	include at least	adolescent stage	adolescent stage	
	two	f. Shower thoughts and	f. Shower thoughts and	
		tutor-led sessions on the	tutor-led sessions on the	
	opportunities to use continuous	identification and	identification and	
		characteristics of learners	characteristics of learners	
	assessment to	with ASD	with ASD	
	support student			
	teacher learning	g. Computer-based	g. Computer-based	
•	Resources:	instructions for learners	instructions for learners	
	 Links to the 	with ASD (Social stories)	with ASD (Social stories)	
	existing PD	h. Shower thoughts on	h. Shower thoughts on	
	Themes, for	effective instructional	effective instructional	
	example,	strategies for learners with	strategies for learners with	
1	action	ASD	ASD	
	research,	i. Computer based	i. Computer based	
	questioning	instructions for learners	instructions for learners	
	and to other	with ASD (Social stories)	with ASD (Social stories)	
	external	j. Tutor-led sessions on the	j. Tutor-led sessions on the	
	reference	history of SLD	history of SLD	
	material:			
1	literature, on	3.2 Ask tutors to read and	3.2 Read and note down	
	web,	note areas where they	areas where you may	
1	YouTube,	may require clarification	require clarification for	
	physical	for further discussion.	further discussion	
	• •			
	resources,			
	power point;			

how they should be used. Consideration needs to be given to local availability o guidance on any power point presentations, TLM or other resources	 3.3 Ask tutors to read relevant portions of the Basic School Curriculum and discuss opportunities for making links during STS 3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills 	 3.3 Read relevant portions of the Basic School Curriculum and discuss opportunities for making links during STS 3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills
which need to	Note:	Note:
be developed	GESI:	GESI:
to support	Tutors to note that SEN	Tutors to note that SEN
learning	embodies GESI issue.	embodies GESI
• Tutors should be		
expected to have	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
a plan for the	a. Use of smart phones to	a. Use of smart phones to
next lesson for	surf for information online	surf for information online
student teachers	b. Use of smart phones to	b. Use of smart phones to
	download information from YouTube	download information from YouTube
	c. Use of PowerPoint for	c. Use of PowerPoint for
	group presentations	group presentations
	d. Encourage small/mixed	d. Encourage small/mixed
	gender group formation to	gender group formation to
	ensure equity, inclusivity,	ensure equity, inclusivity,
	respect for diversity,	respect for diversity,
	collaboration and	collaboration and
	communication	communication
	Reminders:	Reminder:
	-Remind Tutors of subject	Remind Tutors of subject
	projects for the Course.	projects for the Course.
	As the Student Internship in	As the Student Internship in
	Year 4 Sem 1 is	Year 4 Sem 1 is
	approaching, student	approaching, student
	teachers need to be	teachers need to be
	prompted to start thinking	prompted to start thinking
	about how they would use	about how they would use
	the knowledge and skills set acquired in the	the knowledge and skills set acquired in the
	identification and	identification and
	management of learners	management of learners
	with SEN in their	with SEN in their
L		

			
	observation and teaching	observation and teaching	
	during the up-coming	during the up-coming	
	internship.	internship.	
	3.5 Share information hon	3.5 Share information hon	
	how students are	how students are	
	working on their subject	working on their subject	
	projects as appropriate	projects as appropriate	
	3.6 Ask tutors to discuss at	3.6 Discuss at least two	
	least two opportunities	opportunities to use	
	to use continuous	continuous assessment	
	assessment to support	to support student	
	student teacher	teacher learning: i.e.,	
	learning: i.e., Subject	Subject portfolio and	
	portfolio and project	project portfolio	
	portfolio		
	Example of Project:	Example of Project:	
	a. Tutors identify and write	a. Tutors identify and write	
	short reports on best	short reports on best	
		-	
	practices in teaching	practices in teaching	
	learners with ASD and SLD	learners with ASD and SLD	
	b. Tutors to identify a child	b. Tutors to identify a child	
	with ASD/SLD in their	with ASD/SLD in their	
	community and write a	community and write a	
	report on the nature of the	report on the nature of the	
	disorder and possible ways	disorder and possible ways	
	of managing it.	of managing it.	
	3.7 Resources:	3.7 Resources:	
	Make links to the	Link discussions to the	
	existing PD Themes, for	existing PD Themes, for	
	example, action	example; action	
	research, questioning	research, questioning	
	and to other external	and to other external	
	reference material:	reference material:	
	literature, on web,	literature, on web,	
	YouTube, physical	YouTube, physical	
	resources, power point;	resources, power point;	
	how they should be	how they should be	
	used. Consideration	used. Consideration	
	needs to be given to	needs to be given to	
	local availability	local availability	

		Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Guide tutors on how to prepare and use PowerPoint for their presentations; d. Tutors develop TLMs/ other resources need to support learning	Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning	
		3.8 Ask tutors to draw a plan for the next lesson.	3.8 Draw a plan for the next lesson.	
4.	Evaluation and review of session: Tutors need to identify critical friends to	4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.	4.1 Identify a critical friend to observe the week's lessons and report at next PD session.	15 mins
•	observe lessons and report at next session. Identifying and addressing any	4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification.	4.2 Bring up outstanding issues relating to the lesson/s for clarification.	
	outstanding issues relating to the lesson/s for clarification	Reminders: Ask Tutors to begin to remind student teachers that mandatory Internship scheduled for Year 4 SEM 1 is fast approaching. Student teachers should think about ways in which they would practicalize knowledge and skill sets acquired in previous courses on the identification and	Reminders: Ask Tutors to begin to remind student teachers that mandatory Internship scheduled for Year 4 SEM 1 is fast approaching. Student teachers should think about ways in which they would practicalize knowledge and skill sets acquired in previous courses on the identification and	
		management of learners with SEN. Also, how to include SEN issues in their teaching philosophies.	management of learners with SEN. Also, how to include SEN issues in their teaching philosophies.	

Age Levels/s: JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 7: Concept of Specific Learning Disabilities (SLD) (12-15 years)

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.2 Ask tutors to recap/review lesson 6 (Best Practices in teaching learners with Autism Spectrum Disorders [ASD] at Junior High School Level (12-15 years)-II. In small mixed ability/gender groups ask tutors to list their observations on a flip chart for a whole-group discussion 	 1.1 PD session starts with an Ice breaker- A volunteer shares an ice breaker that preferably is related to the Course. 1.2 Recap/review lesson 5(Best Practices in teaching learners with Autism Spectrum Disorders [ASD] at Junior High School Level (12-15 years)-II. In small mixed ability/gender groups ask tutors to list their observations on a flip chart for a whole- group discussion 	20 mins

_	Instance descettions to	Reminder:	Reminder:
•	Introduction to		
	the course	Remind Tutors of the	Remind Tutors of the
	manual/s	assessment components to	assessment components to
•	Overview of	be undertaken in the	be undertaken in the
	course learning	subject during the semester	subject during the semester
	outcomes	(Reference to NTEAP)	(Reference to NTEAP)
•	Introduction to		
	the two	Example of LO:	Example of LO:
	continuous	Demonstrate knowledge	Demonstrate knowledge
	assessment	and understanding of the	and understanding of the
	components to	effects of Auditory	effects of Auditory
	be undertaken in	Spectrum Disorders (ASD)	Spectrum Disorders (ASD)
		on learning (Reference:	on learning (Reference:
	each subject	NTECTF, Bullet 4 p. 23;	NTECTF, Bullet 4 p. 23;
	during the	bullet 2 p. 42; NTS 3i)	bullet 2 p. 42; NTS 3i)
	semester (See	bullet 2 p. 42, NTS 51)	builet 2 p. 42, NTS 51)
	Course	Everage of the	
	Assessment	Example of LIs	Example of LIs
	Components at a	Student teachers will	Student teachers will
	Glance Appendix	identify the key elements	identify the key elements
	NB in subjects	that explain Autism	that explain Autism
	where there are	Spectrum Disorders	Spectrum Disorders
	no assessment		
	components in	1.3 Ask tutors to tell how	1.3 Tutors tell how students
	the course	students employed the	employed the teaching,
	manuals	teaching, learning and	learning and
	examples will	assessments strategies	assessments strategies
	need to be	they learner in College	they learner in College
	provided for	during their STS	during their STS
	SL/HoD.	internship in year 3 and	internship in year 3 and
	56/1100.	discuss how students	discuss how students
		will be prepared to	will be prepared to
		employ these strategies	employ these strategies
		during their basic school	during their basic school
		classroom work in STS in	classroom work in STS in
		year 4 Semester 1	year 4 Semester 1
		(Collect a few examples	(Collect a few examples
		for discussion)	for discussion)
-	o) Introduction to		
the	e session	1.4 Ask Tutors to read	1.4 Read the introductory
•	Review prior	silently and individually,	sections of the lesson up
	learning	the introductory	to and including learning
•	Reading and	sections of the lesson up	outcomes and
	discussion of the	to and including learning	indicators. Tutors
	introductory	outcomes and	comment on/discuss
	sections of the	indicators. Ask Tutors to	issues that are of
	lesson up to and	comment on/discuss	interest and relevance
	-	issues that are of	to you and also how the
	including		

r	1	1	
 learning outcomes and indicators Overview of content and identification of 	interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)	LOs and LIs are aligned to each other (Reference to Y3 S2 course manual)	
any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where	1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.	1.5 Read relevant portions of the course manual, discuss and identify any distinctive aspects of the lesson/s.	
tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for	Example of distinctive features: Effects of Autism Spectrum Disorders (ASD) on learning	Example of distinctive features: Effects of Autism Spectrum Disorders (ASD) on learning	
their teaching as they go through the PD session	1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and for redress.	1.6 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and for redress.	
	1.7 Ask tutors to pair up (gender balance preferred), plan and draw a work- plan for their teaching as they go through this PD session	1.7 Form pairs (gender balance preferred) to draw a work- plan for your teaching, as you go through this PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning 	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
new learning, potential barriers to learning for student teachers	Note: Set out what tutors need to do to introduce and explain the issues	Note: Discuss what you need to do to introduce and explain the issues	
or students, concepts or	Examples of barriers: a. Large class sizes;	Examples of barriers: a. Large class sizes;	

1 0 07 0	Poor Internet	b. Poor Internet	
	nnectivity;	connectivity;	
	Misconceptions about	c. Misconceptions about	
need to be car	uses of autism spectrum	causes of autism spectrum	
explored with dis	sorders and specific	disorders and specific	
the SL/HoD lea	arning disabilities	learning disabilities	
NB The guidance for d.	Inadequate locally	d. Inadequate locally	
-	signed and culturally	designed and culturally	
	ecific tools to identify	specific tools to identify	
	arners with Auditory	learners with Auditory	
	ectrum Disorders and	Spectrum Disorders and	
-	ecific Learning disabilities	Specific Learning disabilities	
	Ignorance about the	e. Ignorance about the	
-	ghts of persons with	rights of persons with	
	sabilities	disabilities	
f. l	Lack of materials in	f. Lack of materials in	
dif	fferent formats for	different formats for	
tea	aching students/learners	teaching students/learners	
wi	th Autism Spectrum	with Autism Spectrum	
	sorders and Specific	Disorders and Specific	
	arning Disabilities	Learning Disabilities	
Fx	amples of new learning:	Examples of new learning:	
	Tutors acquire knowledge	a. Tutors acquire knowledge	
	out the Concept "Specific	about the Concept "Specific	
	· · ·		
Le	arning Disabilities (SLD).	Learning Disabilities (SLD).	
Ev	amples of	Examples of concepts/	
	•	-	
	ncepts/pedagogy being	pedagogy being introduced	
	troduced	a. Specific Learning	
	Specific Learning	Disabilities (SLD)	
Dis	sabilities (SLD)		
0	1 Ask tutors to read and	3.1 Read and discuss	
teaching,	discuss the teaching and	teaching and learning	
learning and	learning activities in the	activities in the course	
assessment	course		
activities for the (Re	efer to the Course	(Refer to the Course	
	anual)	Manual)	
 Reading and 	,	·	
-	amples of Teaching and	Examples of Teaching and	
	arning Activities:	learning Activities:	
J. J	Face-to-face- lecturette	a. Face-to-face- lecturette	
0			
• Noting and b.	Discussions and tall fair		
	Discussions and talk for	b. Discussions and talk for	
0	arning approaches that	learning approaches that	
where tutors may wo			

-			
	require	students examine the	students examine the
	clarification	concept of specific learning	concept of specific learning
•	Noting	disabilities.	disabilities.
	opportunities for		
	making links to	Note: Ensure that female	Note: Ensure that female
	the Basic School	and male as well as learners	and male as well as learners
	Curriculum	with SEN participate fully	with SEN participate fully
•	Noting	a. Concept cartooning on	a. Concept cartooning on
	opportunities for	SLD	SLD
	• •	b. Video shows of learners	b. Video shows of learners
	integrating: GESI		
	responsiveness	with Specific Learning	Specific Learning Disabilites
	and ICT and 21 st C	Disabilities in their	in their adolescent stage
	skills	adolescent stage	c. Computer-based
•	Reading,	c. Computer-based	instructions for learners
	discussion, and	instructions for learners	with SLD
	identification of	with SLD	d. Shower thoughts on
	continuous	d. Shower thoughts on	effective instructional
	assessment	effective instructional	strategies for learners with
	opportunities in	strategies for learners with	SLD
	the lesson. Each	SLD	e. Computer based
	lesson should	e. Computer based	instructions for learners
	include at least	instructions for learners	with SLD
	two	with SLD	f. Tutor-led sessions on the
	opportunities to	f. Tutor-led sessions on the	history of SLD
	use continuous	history of SLD	
	assessment to	3.2 Ask tutors to read and	3.2 Read and note down
	support student		
	teacher learning	note areas where they	areas where you may
•	Resources:	may require clarification	require clarification for
	 Links to the 	for further discussion.	further discussion
	existing PD		
	Themes, for	3.3 Ask tutors to read	3.3 Read relevant portions
	example,	relevant portions of the	of the Basic School
	action	Basic School Curriculum	Curriculum and discuss
	research,	and discuss	opportunities for
	questioning	opportunities for	making links during STS
	and to other	making links during STS	
	external		
	reference	3.4 Ask tutors to identify	3.4 Tutors identify
	material:	opportunities for	opportunities for
	literature, on	integrating: GESI	integrating: GESI
	web, YouTube,	responsiveness and ICT	responsiveness and ICT
		and 21 st C skills	and 21 st C skills
	physical		
	resources,	Note:	Note:
	power point;	GESI:	GESI:
	how they	Tutors to note that SEN	Tutors to note that SEN
	should be	embodies GESI issue.	embodies GESI

 used. Consideration needs to be given to loca availability guidance on any power point presentation TLM or other resources which need to be developed to support learning Tutors should be expected to hav a plan for the next lesson for student teacher 	 surf for information online b. Use of smart phones to download information from YouTube c. Use of PowerPoint for group presentations d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication examples of links to online materials: https://reserachgate.net>p ublication> 299611330_Pullen_Paige_C u. Reminder: a. Share information on how students are working on their subject project as appropriate b. Remind Tutors of subject projects for the Course. As the Student Internship in 	ICT and 21st Century Skills:a. Use of smart phones tosurf for information onlineb. Use of smart phones todownload information fromYouTubec. Use of PowerPoint forgroup presentationsd. Encourage small/mixedgender group formation toensure equity, inclusivity,respect for diversity,collaboration andcommunicationexamples of links to onlinematerials:https://reserachgate.net>publication>299611330_Pullen_Paige_Cu.Reminder:a. Share information onhow students are workingon their subject project asappropriateb. Remind Tutors of subjectprojects for the Course.As the Student Internship in	
-			
	1		
next lesson for		ublication>	
student teacher			
	<i>u</i> .	<i>u.</i>	
	Reminder:	Reminder:	
	-	-	
	-	_	
	Year 4 Sem 1 is	As the student internship in Year 4 Sem 1 is	
	approaching, student	approaching, student	
	teachers need to be	teachers need to be	
	prompted to start thinking	prompted to start thinking	
	about how they would use	about how they would use	
	the knowledge and skills set acquired in the	the knowledge and skills set acquired in the	
	identification and	identification and	
	management of learners	management of learners	
	with SEN in their	with SEN in their	
	observation and teaching	observation and teaching	
	during the up-coming	during the up-coming	
	internship.	internship.	

3.5 Ask tutors to discuss at least two opportunities to use continuous assessment to support student teacher learning: i.e., Subject portfolio and project portfolio	3.5 Discuss at least two opportunities to use continuous assessment to support student teacher learning: i.e., Subject portfolio and project portfolio	
Example of Project: a. Identify and write short reports on best practices in teaching learners with ASD and SLD	Example of Project: a. Identify and write short reports on best practices in teaching learners with ASD and SLD	
b. Identify a child with ASD/SLD in their community and write a report on the nature of the disorder and possible ways of managing it.	b. Identify a child with ASD/SLD in their community and write a report on the nature of the disorder and possible ways of managing it.	
3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	3.6 Resources: link discussions to the existing PD Themes, for example; action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	
Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Guide tutors on how to prepare and use PowerPoint for their presentations;	Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations	

		 d. Tutors develop TLMs/ other resources need to support learning 3.7 Ask tutors to draw a plan for the next lesson. 	 d. Tutors develop TLMs/ other resources need to support learning 3.7 Draw a plan for the next lesson. 	
4.	Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at the next PD session. 4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification. <i>Reminders:</i> Ask Tutors to begin to remind student teachers that mandatory Internship scheduled for Year 4 SEM 1 is fast approaching. Student teachers should think about ways in which they would practicalize knowledge and skill sets acquired in previous courses on the identification and management of learners with SEN. Also, how to include SEN issues in their 	 4.1 Identify a critical friend to observe the week's lessons and report at next PD session. 4.2 Tutors bring up outstanding issues relating to the lesson/s for clarification. <i>Reminders:</i> Ask Tutors to begin to remind student teachers that mandatory Internship scheduled for Year 4 SEM 1 is fast approaching. Student teachers should think about ways in which they would practicalize knowledge and skill sets acquired in previous courses on the identification and management of learners with SEN. Also, how to include SEN issues in their 	15 mins
		teaching philosophies.	teaching philosophies.	

Age Levels/s: JHS (1 COURSE: 3 CREDITS) Name of Subject/s: AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson Tittle: Lesson 8-Types, Causes and Characteristics of SLD at the JHS (12-15).

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. Introduction to the course 	 1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course. 1.2 Welcome Tutors to the week's PD session (Lesson 8) Reminder: Reminder: Remind Tutors about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP) Example of LO: - Demonstrate knowledge 	 1.1 A volunteer tutor shares an ice-breaker (It would be interesting if the ice-breaker has a relation with the course for the session) 1.2 Tutors welcomed to the week's PD session Reminder: Remind Tutors about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP) Example of LO: Demonstrate knowledge 	20 mins

				_
•	Overview of	the types of Specific	the types of Specific	
	course learning	learning Disabilities (NTECF,	learning Disabilities (NTECF,	
	outcomes	bullet4, p. 23; bullet 2 p. 42;	bullet4, p. 23; bullet 2 p. 42;	
•	Introduction to	NTS 3i)	NTS 3i)	
	the two	Exhibit understanding of	Exhibit understanding of	
	continuous	Exhibit understanding of	Exhibit understanding of	
	assessment	the causes of Specific	the causes of Specific	
	components to	Learning Disabilities among children. (NTS, 3m, NTECF,	Learning Disabilities among	
	be undertaken in	bullet 6, p 43).	children. (NTS, 3m, NTECF, bullet 6, p 43).	
	each subject	bullet 0, p 43j.	builet 0, p 43).	
	during the	Example of LIs	Example of LIs	
	semester (See Course	Demonstrate skills in	Demonstrate skills in	
	Assessment	identifying the causes	identifying the causes	
	Components at a	Specific Learning Disabilities	Specific Learning Disabilities	
	Glance Appendix	among children	among children	
	2) NB in subjects			
	where there are	1.3 Ask tutors to recap and	1.3 A tutors to recap and in	
	no assessment	in small mixed ability	small mixed ability and	
	components in	and gender groups	gender groups discuss	
	the course	discuss previous lessons	previous lessons that	
	manuals	that that have some	that have some bearing	
	examples will	bearing with the current	with the current lesson:	
	need to be	lesson:		
	provided for			
	SL/HoD.	Examples:	Examples:	
		The concept of learning	The concept of learning	
		disabilities.	disabilities.	
		1.4 Ask Tutors to read and	1.4 Read and discuss the	
		discuss the introductory	introductory sections of	
		sections of the lesson up	the lesson up to and	
		to and including learning	including learning	
		outcomes and indicators	outcomes and indicators	
-) Introduction to	1.5 Ask tutors to read	1 5 Pood relevant partians	
	e session	relevant portions of the	1.5 Read relevant portions of the course manual	
•	Review prior	course manual and	and discuss and identify	
	learning Booding and	discuss and identify any	any distinctive aspects	
•	Reading and discussion of the	distinctive aspects of the	of the lesson/s.	
		lesson/s.		
	introductory sections of the			
	lesson up to and	Example:	Example:	
	including	Student teachers will	Student teachers will	
	learning	demonstrate ability to	demonstrate ability to	
	outcomes and	identify the types of Specific	identify the types of Specific	
	indicators	Learning Disabilities at the	Learning Disabilities at the	
	multatuls	Junior High School level	Junior High School level	

 Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	 1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.7 Ask tutors to think through and draw a workable plan for their teaching as they go through this PD session 	 1.6 Identify areas where you might require clarification on any aspect of the lesson, for redress. 1.7 Think through and draw a workable plan for teaching as you go through this PD session 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of autism spectrum disorders and specific learning disabilities d. Inadequate locally designed and culturally specific tools to identify learners with Auditory 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Tutors discuss what they need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of autism spectrum disorders and specific learning disabilities d. Inadequate locally designed and culturally specific tools to identify learners with Auditory 	15 mins

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	e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities	e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities	
	Examples of new learning: a. Student –teachers will acquire knowledge about types of Learning Disabilities (NTECF, bullet4, p. 23; bullet 2 p. 42; NTS 3i	Examples of new learning: a. Student –teachers will acquire knowledge about types of Learning Disabilities (NTECF, bullet4, p. 23; bullet 2 p. 42; NTS 3i	
	b. Causes, identification cues and early intervention techniques for learners with SLD.	b. Causes, identification cues and early intervention techniques for learners with SLD.	
	Examples of concepts/pedagogy being introduced a. lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student examine the Types of Specific Learning	Examples of concepts/ pedagogy being introduced a. lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student examine the Types of Specific Learning	
	Disabilities: b. Specific Learning Disabilities: Types of Specific Learning Disabilities: Dyslexia; Dysgraphia; Dyscalculia; Disorthographia; Aphasia; Agnosia	Disabilities: b. Specific Learning Disabilities: Types of Specific Learning Disabilities: Dyslexia; Dysgraphia; Dyscalculia; Disorthographia; Aphasia; Agnosia	
	c. Causes, /identification cues early intervention techniques for learners with SLD.	c. causes, /identification cues early intervention techniques for learners with SLD.	

2	Planning for	3.1 Ask tutors to read and	3.1 Read and discuss the	
5.	-			
	teaching,	discuss the teaching and	teaching and learning	
	learning and	learning activities	activities (Reference to	
	assessment	(Reference to the	the Course Manual)	
	activities for the	Course Manual)		
	lesson/s			
•	Reading and	Examples of Teaching and	Examples of Teaching and	
	discussion of the	learning Activities:	learning Activities:	
	teaching and	a. lecture, discussions and	a. lecture, discussions and	
	learning activities	other talk for learning	other talk for learning	
•	Noting and	approaches would be	approaches would be	
	addressing areas	employed to introduce the	employed to introduce the	
	where tutors may	lesson and help student	lesson and help student	
	require	examine the Types of	examine the Types of	
	clarification	Specific Learning Disabilities	Specific Learning Disabilities	
		(Dyslexia; Dysgraphia;	(Dyslexia; Dysgraphia;	
•	Noting	Dyscalculia;	Dyscalculia;	
	opportunities for	Disorthographia; Aphasia;	Disorthographia; Aphasia;	
	making links to		-	
	the Basic School	Agnosia)	Agnosia)	
	Curriculum			
•	Noting	b. Seminar: small mixed	b. Seminar: small mixed	
	opportunities for	ability groups presentations	ability groups presentations	
	integrating: GESI	and discussions on the	and discussions on the	
	responsiveness	Causes of Specific Learning	Causes of Specific Learning	
	and ICT and 21 st C	Disabilities	Disabilities	
	skills	c. Concept cartooning on	c. Concept cartooning on	
•	Reading,	SLD	SLD	
	discussion, and	d. Video shows of learners	d. Video shows of learners	
	identification of	with Auditory Spectrum	with Auditory Spectrum	
	continuous	Disorders in their	Disorders in their	
	assessment	adolescent stage	adolescent stage	
	opportunities in	e. Using Teaching and	e. Using Teaching and	
	the lesson. Each	learning material and	learning material and	
	lesson should	adaptive devices in	adaptive devices in	
	include at least	developing basic academic	developing basic academic	
	two	skills in learners with SLD at	skills in learners with SLD at	
	opportunities to	the Junior High School Level	the Junior High School Level	
	use continuous	<u> </u>	0	
		f. Tutor-led sessions on the	f. Tutor-led sessions on the	
	assessment to	history of SLD	history of SLD	
	support student			
	teacher learning	g Indonandant Study: Usa	a Students use appropriate	
•	Resources:	g. Independent Study: Use	g. Students use appropriate	
	 Links to the 	appropriate ICT tools to	ICT tools to search for web	
	existing PD	search for web site for	site for information on the	
	Themes, for	information on the Types of	Types of Specific Learning	
	example,	Specific Learning Disabilities	Disabilities (Dyslexia;	
L	action	(Dyslexia; Dysgraphia;	Dysgraphia; Dyscalculia;	

	research,	Dyscalculia;	Disorthographia; Aphasia;	
	questioning	Disorthographia; Aphasia;	Agnosia), download and	
	and to other	Agnosia), download and	make notes for discussions	
	external	make notes for discussions	and debates.	
	reference	and debates.	h. e-learning Opportunities:	
	material:	h. e-learning Opportunities:	Tutor will introduce the use	
	literature, on	Tutor will introduce the use	of phones to search for	
	web, YouTube,	of phones to search for	information on the Types	
	physical	information on the Types	and Causes of Specific	
	resources,	and Causes of Specific	Learning Disabilities.	
	power point;	Learning Disabilities.	https://commongroundhelp	
	how they	https://commongroundhelp	s.org > 2015/02 > Types-of-	
	should be	s.org > 2015/02 > Types-of-	Learningdisablitie	
	used.	Learningdisablitie	https://www.universalclass.	
	Consideration	https://www.universalclass.	com > articles > special-	
	needs to be	com > articles > special-	education > learning-dis	
	given to local availability	education > learning-dis		
	 guidance on 	Note: Ensure that female	Note: Ensure that female	
	any power	and male as well as learners	and male as well as learners	
	point	with SEN participate fully.	with SEN participate fully.	
	presentations,			
	TLM or other	3.2 Ask tutors to read and	3.2 Read and note down	
	resources	note areas where they	areas where you may	
	which need to	may require clarification	require clarification for	
	be developed	for further discussion	further discussion	
	to support			
	learning	3.3 Ask tutors to read	3.3 Read relevant portions	
•	Tutors should be	relevant portions of the	of the Basic School	
	expected to have	Basic School Curriculum	Curriculum and to note	
	a plan for the	and to note and discuss	and discuss	
	next lesson for	opportunities for	opportunities for	
	student teachers	making links during STS	making links during STS	
		3.4 Ask tutors to identify	3.4 Identify opportunities	
		opportunities for	for integrating: GESI	
		integrating: GESI	responsiveness and ICT and	
		responsiveness and ICT	21 st C skills	
		and 21 st C skills		
		Note:	Note:	
		GESI:	GESI:	
		Tutors to note and	Tutors to note that SEN	
		appreciate the fact that SEN	embodies GESI	
		embodies GESI issue.		

ICT and 21 st Century Skills:	ICT and 21 st Century Skills:	
a. Use of smart phones to	a. Use of smart phones to	
surf for information online	surf for information online	
b. Use of smart phones to	b. Use of smart phones to	
download information from	download information from	
YouTube	YouTube	
c. Use of PowerPoint for	c. Use of PowerPoint for	
group presentations	group presentations	
d. Encourage small/mixed	d. Encourage small/mixed	
gender group formation to	gender group formation to	
ensure equity, inclusivity,	ensure equity, inclusivity,	
respect for diversity,	respect for diversity,	
collaboration and	collaboration and	
communication	communication	
Reminder:	Reminder:	
Remind Tutors of subject	Tutors are reminded of	
projects.	subject projects.	
	· · · · · · · · · · · · · · · · · · ·	
3.5 Ask tutors to identify	3.5 Identify and discuss at	
and discuss at least two	least two opportunities	
opportunities to use	to use continuous	
continuous assessment	assessment to support	
to support student	student teacher	
teacher learning: i. e	learning: i. e Subject	
Subject portfolio and	portfolio and project	
project portfolio	portfolio	
	P	
Example of Project:	Example of Project:	
a. Tutors design a simple	a. Tutors design a simple	
interview protocol to	interview protocol to	
sample the views of	sample the views of	
teachers in schools on how	teachers in schools on how	
they identify and manage	they identify and manage	
learners with SLD	learners with SLD	
b. Tutors identify a child	b. Tutors identify a child	
with SLD in their	with SLD in their	
community and write a	community and write a	
report on the nature of the	report on the nature of the	
-	-	
disorder and possible ways	disorder and possible ways	
of managing it.	of managing it.	
Resources:	Resources:	
Audio-visuals from	Audio-visuals from	
YouTube, videos on	YouTube, videos on	
integrating ICT into the	integrating ICT into the	

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		teaching of inclusive	teaching of inclusive	
1		education	education	
		3.6 Make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	3.6 Tutors link discussions to the existing PD Themes, for example; action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	
		Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Guide tutors on how to prepare and use PowerPoint for their presentations; d. Tutors develop TLMs/ other resources need to support learning	Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning	
		3.7 Ask tutors to prepare a plan for the next lesson.	3.7 Prepare a plan for the next lesson.	
4.	Evaluation and review of session: Tutors need to identify critical friends to	4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.	4.1 Identify a critical friend to observe the week's lessons and report at next PD session.	15 mins
•	observe lessons and report at next session. Identifying and addressing any outstanding issues relating to	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification Reminder: <i>Remind tutors to ask</i> <i>student-teachers to</i>	 4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification Reminder: <i>Tutors reminded to ask</i> <i>student-teachers to</i> 	
	the lesson/s for clarification	incorporate their teaching	incorporate their teaching	

philosophies during the STD/ teaching practice sessions with regards to the knowledge and understanding acquired in educating individuals with special needs.	philosophies during the STD/ teaching practice sessions with regards to the knowledge and understanding acquired in educating individuals with special needs.	
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Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 9: Characteristics of Specific Learning Disabilities at the Junior High School level (12-15 years)

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to	Begin the lesson with an Ice	A volunteer tutor shares an	20 mins
the semester – in session one	breaker- Ask a volunteer to share an ice breaker that	ice-breaker (It would be interesting if the ice-	
 Introduction to 	preferably is related to the	breaker has a relation with	
the purpose of	Course.	the course for the session)	
the specialisms:			
EG, UP and JHS	1.1 Welcome Tutors to the	1.1 Tutors welcomed to the	
Overview of	PD session and remind	week's PD session and	
subject/s age	them about the	reminded about the	
level/s to be	assessment components	assessment components	
covered in the	to be undertaken in the	to be undertaken in the	
PD sessions and	subject during the	subject during the	
guidance on	semester (Reference to	semester (Reference to	
grouping tutors	NTEAP)	NTEAP)	
according to the subject/s, age	Example of LO:	Example of LO:	
levels/s.	The student teacher (s) will:	The student teacher (s) will:	
	Recognize basic skills in	Recognize basic skills in	
	the identification and	the identification and	
	characteristics of learners	characteristics of learners	

•	Introduction to the course	with SLD at the Junior High School level of education	with SLD at the Junior High School level of education
	manual/s	(NTS, 3m, p. 14; NTECF,	(NTS, 3m, p. 14; NTECF,
•	Overview of	bullet 6, p 43).	bullet 6, p 43).
•	course learning	-demonstrate competencies	-demonstrate competencies
	-	in identifying learners with	in identifying learners with
	outcomes	specific learning disabilities	specific learning disabilities
•	Introduction to	in the classroom (NTS 2;	in the classroom (NTS 2;
	the two		
	continuous	NTECF bullet 5, p.43)	NTECF bullet 5, p.43)
	assessment	Example of LIs	<i>Example</i> of LIs
	components to	Identify the characteristics	Identify the characteristics
	be undertaken in	of learners with SLD in the	of learners with SLD in the
	each subject	Junior High School	Junior High School
	during the	classroom	classroom
	semester (See		
	Course	-Recognize and present a	-Recognize and present a
	Assessment	report on the	report on the
	Components at a	characteristics of learners	characteristics of learners
	Glance Appendix	with SLD at the Junior High	with SLD at the Junior High
	NB in subjects	School classrooms	School classrooms
	where there are		
	no assessment	1.2 Ask tutors to recap and	1.2 Recap and in small
	components in	in small mixed ability	mixed ability and gender
	the course	and gender groups	groups discuss previous
	manuals	discuss previous lessons	lessons that that have
	examples will	that that have some	some bearing with the
	need to be	bearing with the current	current lesson:
	provided for	lesson:	
	SL/HoD.	Examples:	Examples:
	-	Types of specific learning	Types of specific learning
		disabilities	disabilities
		1.3 Ask Tutors to read and	1.3 Read and discuss the
		discuss the introductory	introductory sections of
1		sections of the lesson up	the lesson up to and
		to and including learning	including learning
1		outcomes and indicators	outcomes and indicators
1		1.4 Ask tutors to read	1.4 Read relevant portions
		relevant portions of the	of the course manual
		course manual and	and discuss and identify
		discuss and identify any	any distinctive aspects
			of the lesson/s.
		distinctive aspects of the	
		lesson/s.	
		For example:	For example:
		-	-
		Recognize basic skills in the	Recognize basic skills in the
		identification and	identification and

1(b) Introduction to	characteristics of learners	characteristics of learners	
-	•			
 the NB SL/ ide any tut cla asp NB ask the 	Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, The guidance for HoD should ntify and address y areas where ors might require rification on any bect of the lesson. SL/HoD should t utors to plan for ir teaching as by go through the session	 characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43). 1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.6 Ask tutors to think through and draw a workable plan for their teaching as they go through this PD session 	 characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43) 1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress. 1.6 Think through and draw a workable plan for your teaching as you go through this PD session 	
•	Concept Development (New learning likely to arise in lesson/s): Identification and discussion of	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
	new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being	Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity;	Note: Tutors discuss what they need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity;	

introduced in the	a Micconceptions about	a Missensentiens about	
	c. Misconceptions about	c. Misconceptions about	
lesson, which	causes of specific learning	causes of specific learning	
need to be	disabilities	disabilities	
explored with	d. Inadequate locally	d. Inadequate locally	
the SL/HoD	designed and culturally	designed and culturally	
NB The guidance for	specific tools to identify	specific tools to identify	
SL/HoD should set	learners with Specific	learners with Specific	
out what they need	Learning disabilities	Learning disabilities	
to do to introduce	e. Ignorance about the	e. Ignorance about the	
and explain the	rights of persons with	rights of persons with	
issues/s with tutors	disabilities	disabilities	
	f. Lack of materials in	f. Lack of materials in	
	different formats for	different formats for	
	students/learners with and	students/learners with	
	Specific Learning Disabilities	Specific Learning Disabilities	
	Examples of new learning:	Examples of new learning:	
	a. The new learning will	a. The new learning will	
	introduce student teachers	introduce student teachers	
	to the characteristics and	to the characteristics and	
	identification of learners	identification of learners	
	with of Specific Learning	with of Specific Learning	
	Examples of	Examples of concepts/	
	concepts/pedagogy being	pedagogy being introduced	
	introduced	lecturer, discussions and	
	lecturer, discussions and	other talk for learning	
	other talk for learning	approaches would be	
	approaches would be	employed to introduce the	
	employed to introduce the	lesson and help student	
	lesson and help student –	teacher examine the	
	teacher examine the	characteristics of learners	
	characteristics of learners	with specific Learning	
	with specific Learning	Disabilities, identification	
	Disabilities, identification	cues for learners with SLD.	
	cues for learners with SLD.		
3. Planning for	3.1 Ask tutors to read and	3.1 Read and discuss	
teaching,	discuss the teaching and	teaching and learning	
learning and	learning activities	activities in the course	
assessment	(Reference to the		
activities for the	Course Manual)		
lesson/s			
 Reading and 	Examples of Teaching and	Examples of Teaching and	
discussion of the	learning Activities:	learning Activities:	
teaching and	Lecture, discussions and	Lecture, discussions and	
-	other talk for learning	other talk for learning	
learning activities	-	_	
	approaches would be	approaches would be	

•	Noting and	employed to introduce the	employed to introduce the	
	addressing areas	lesson and help student	lesson and help student	
	where tutors may	examine characteristics of	examine characteristics of	
	require	learners with specific	learners with specific	
	clarification	Learning Disabilities,	Learning Disabilities,	
•	Noting	identification cues for	identification cues for	
	opportunities for	learners with SLD.	learners with SLD.	
	making links to			
	the Basic School	Seminar: small mixed ability	Seminar: small mixed ability	
	Curriculum	groups presentations and	discussions on the	
•	Noting	discussions on the	characteristics and	
	opportunities for	characteristics and	identification cues of	
	integrating: GESI	identification cues of	Specific Learning	
	responsiveness	Specific Learning	Disabilities.	
	and ICT and 21 st C	Disabilities.		
	skills	a. Concept cartooning on	a. Concept cartooning on	
		SLD	SLD	
•	Reading,	b. Video shows of learners	b. Video shows of learners	
	discussion, and	with specific learning	with specific learning	
	identification of	disabilities in their	disabilities in their	
	continuous	adolescent stage	adolescent stage	
	assessment	addiescent stage	audiescent stage	
	opportunities in	c. Using Teaching and	c. Using Teaching and	
	the lesson. Each	learning material and	learning material and	
	lesson should	adaptive devices in	adaptive devices in	
	include at least	developing basic academic	developing basic academic	
	two	skills in learners with SLD at	skills in learners with SLD at	
	opportunities to			
	use continuous	the Junior High School Level	the Junior High School Level	
	assessment to	d. Concept-cartooning of SLD	d. Concept-cartooning of SLD	
1	support student	e. Tutor-led sessions on the	e. Tutor-led sessions on the	
1	teacher learning			
•	Resources:	history of SLD	history of SLD	
	 Links to the 	f Indonondont Chudun Llas	f Indonondont Study Llos	
	existing PD	f. Independent Study: Use	f. Independent Study: Use	
1	Themes, for	appropriate ICT tools to	appropriate ICT tools to	
1	example,	search for web site for	search for web site for	
1	action	information on the	information on the	
1	research,	characteristics of learners	characteristics of learners	
1	questioning	with specific Learning	with specific Learning	
1	and to other	Disabilities, identification	Disabilities, identification	
	external	cues for learners with SLD.	cues for learners with SLD.	
	reference	download and make notes	download and make notes	
1	material:	for discussions and debates.	for discussions and debates.	
1	literature, on			
	web, YouTube,	g. e-learning Opportunities:	e-learning Opportunities:	
1	physical	Tutor will introduce the use	Tutor will introduce the use	
	resources,	of phones to search for	of phones to search for	

power point;	information the	information on the	
how they	characteristics of learners	characteristics of learners	
should be	with specific Learning	with specific Learning	
used.	Disabilities, identification	Disabilities, identification	
Consideration	cues for learners with SLD.	cues for learners with SLD.	
needs to be			
given to local	Note:	Note:	
availability	Ensure that female and	Ensure that female and	
 guidance on 	male as well as learners	male as well as learners	
any power	with SEN participate fully.	with SEN participate fully.	
point			
presentations,	3.2 Ask tutors to read and	3.2 Read and note down	
TLM or other	note areas where they	areas where you may	
resources	may require clarification	require clarification for	
which need to	for further discussion.	further discussion	
be developed			
to support	3.3 Ask tutors to read	3.3 Read relevant portions	
learning	relevant portions of the	of the Basic School	
Tutors should be	Basic School Curriculum	Curriculum and to note	
expected to have	and to note and discuss	and discuss	
a plan for the	opportunities for	opportunities for	
next lesson for	making links during STS	making links during STS	
student teachers			
student teachers	2.4 Ack tutors to identify	2.4 Identify apportunities	
	3.4 Ask tutors to identify	3.4 Identify opportunities	
	opportunities for	for integrating: GESI	
	integrating: GESI	responsiveness and ICT	
	responsiveness and ICT	and 21 st C skills	
	and 21 st C skills	Note	
	Note:	Note:	
	GESI:	GESI:	
	Tutors to note and	Tutors to note that SEN	
	appreciate the fact that SEN	embodies GESI	
	embodies GESI issue.		
	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:	
	a. Use of smart phones to	a. Use of smart phones to	
	surf for information online	surf for information online	
	b. Use of smart phones to	b. Use of smart phones to	
	download information from	download information from	
	YouTube	YouTube	
	c. Use of PowerPoint for	c. Use of PowerPoint for	
	group presentations	group presentations	
	d. Encourage small/mixed	e. Encourage small/mixed	
	gender group formation to	gender group formation to	
	ensure equity, inclusivity,	ensure equity, inclusivity,	
	respect for diversity,	respect for diversity,	
L	······································	<i>- </i> /	

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collaboration and	collaboration and	
communication	communication	
Reminder:	Reminder:	
Remind Tutors of subject	Tutors are reminded of	
projects.	subject projects.	
3.5 Ask tutors to identify	3.5 Identify and discuss at	
and discuss at least two	least two opportunities	
opportunities to use	to use continuous	
continuous assessment	assessment to support	
to support student	student teacher	
teacher learning: i. e	learning: i. e Subject	
Subject portfolio and	portfolio and project	
project portfolio	portfolio	
Example of Project:	Example of Project:	
a. Tutors design a simple	a. Tutors design a simple	
interview protocol to	interview protocol to	
sample the views of	sample the views of	
teachers in schools on how	teachers in schools on how	
they identify and manage	they identify and manage	
learners with SLD	learners with SLD	
b. Tutors to identify a child	b. Identify a child with SLD	
with SLD in their	in your community and	
community and write a	write a report on the nature	
report on the nature of the	of the disorder and possible	
disorder and possible ways	ways of managing it.	
of managing it.	ways of managing it.	
Resources:	Resources:	
Audio-visuals from	Audio-visuals from	
YouTube, videos on	YouTube, videos on	
integrating ICT into the	integrating ICT into the	
teaching of inclusive	teaching of inclusive	
education	education	
Make links to the existing	Tutors link discussions to	
PD Themes, for example,	the existing PD Themes, for	
action research,	example; action research,	
questioning and to other	questioning and to other	
external reference material:	external reference material:	
literature, on web,	literature, on web,	
YouTube, physical	YouTube, physical	
resources, power point;	resources, power point;	
how they should be used.	how they should be used.	

	Consideration needs to be	Consideration needs to be	
	given to local availability	given to local availability	
	Specific examples of	Specific examples of	
	Resources:	Resources:	
	a. Audio visuals from	a. Audio visuals from	
	YouTube	YouTube	
	b. Samples of inventories	b. Samples of inventories	
	and checklists	and checklists	
	c. Guide tutors on how to	c. Tutors prepare and use	
	prepare and use	PowerPoint for their	
	PowerPoint for their	presentations	
	presentations; d. Tutors to develop TLMs/	d. Tutors develop TLMs/ other resources need to	
	other resources needed to	support learning	
	support learning	support learning	
	support learning		
	3.6 Ask tutors to prepare a	3.6 Prepare a plan for the	
	plan for the next lesson.	next lesson.	
4. Evaluation and	4.1 Ask tutors to identify a	4.1 Identify a critical friend	15 mins
review of	critical friend to observe	to observe the week's	
session:	the week's lessons and	lessons and report at	
 Tutors need to 	report at next PD	next PD session.	
identify critical	session.		
friends to			
observe lessons	4.2 Ask Tutors to identify	4.2 Identify and bring up	
and report at	and bring up any	any outstanding issues	
next session.	outstanding issues	relating to the lesson/s for clarification	
Identifying and	relating to the lesson/s for clarification	for clarification	
addressing any			
outstanding issues relating to	Remind tutors of the need	Tutors are reminded of the	
the lesson/s for	to ask student-teachers to	need to ask student-	
clarification	incorporate their teaching	teachers to incorporate	
	philosophies during the	their teaching philosophies	
	STD/ teaching practice	during the STD/ teaching	
	sessions with regards to the	practice sessions with	
	sessions with regards to the knowledge and	regards to the knowledge	
	_	•	
	knowledge and	regards to the knowledge	
	knowledge and understanding acquired in	regards to the knowledge and understanding acquired	

Name of Subject/s: AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 10- Best practices in teaching children with specific learning disabilities at the Junior High School level (12-15years) I

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS 	1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.	1.1 A volunteer tutor shares an ice-breaker (It would be interesting if the ice- breaker has a relation with the course for the session)	20 mins
 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. Introduction to the course manual/s 	 1.2 Welcome Tutors to the PD session and remind them (Tutors) about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP) Example of LO: The student teacher (s) will: Recognize basic skills in the identification and characteristics of learners 	 1.2 Tutors welcomed to the week's PD session and reminded about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP) Example of LO: The student teacher (s) will: Recognize basic skills in the identification and characteristics of learners 	

			1	
•	Overview of course learning outcomes Introduction to the two continuous assessment	with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43). -demonstrate competencies in identifying learners with	with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43). -demonstrate competencies in identifying learners with	
	components to be undertaken in each subject	specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)	specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)	
	during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects	Example of LIs Identify the characteristics of learners with SLD in the Junior High School classroom -Recognize and present a	Example of LIs Identify the characteristics of learners with SLD in the Junior High School classroom -Recognize and present a	
	where there are no assessment components in the course manuals	report on the characteristics of learners with SLD at the Junior High School classroom	report on the characteristics of learners with SLD at the Junior High School classroom	
	examples will need to be provided for SL/HoD.	1.2 Ask tutors to recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson:	1.2 Recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson:	
		Examples: Examine characteristics of learners with specific Learning Disabilities and identification cues for learners with SLD.	Examples: Examine characteristics of learners with specific Learning Disabilities and identification cues for learners with SLD.	
		1.3 Ask Tutors to read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators	1.3 Read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators	
		1.4 Ask tutors to read relevant portions of the course manual discuss and identify any distinctive aspects of the lesson/s.	1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.	

1(h) Introduction to	Example:	Example:	
-	session	Identification and	Identification and	
•	Review prior	Assessment strategies: -	Assessment strategies: -	
•	learning Reading and discussion of the	best practices in assessing learners with specific learning disabilities at the	best practices in assessing learners with specific learning disabilities at the	
	introductory sections of the lesson up to and including learning	Junior High School level of education in Ghana (NTS, 3e, 3k, NTECF, bullet 10, p. 16)	Junior High School level of education in Ghana (NTS, 3e, 3k, NTECF, bullet 10, p. 16)	
	outcomes and indicators Overview of content and identification of any distinctive	1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.	1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress.	
SL/I iden any tuto clar asp NB ask the the	aspects of the lesson/s, The guidance for HoD should ntify and address areas where ors might require rification on any ect of the lesson. SL/HoD should tutors to plan for ir teaching as y go through the session	1.6 Ask tutors to think through and draw a workable plan for their teaching as they go through this week's PD session	1.6 Think through and draw a workable plan for your teaching as you go through this week's PD session	
	Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning,	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
	potential barriers to learning for student teachers or students,	Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers:	Note: Tutors discuss what they need to do to introduce and explain the issues Examples of barriers:	
	concepts or pedagogy being	a. Large class sizes;	a. Large class sizes;	

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introduced in the	b. Poor Internet	b. Poor Internet	
lesson, which	connectivity;	connectivity;	
need to be	c. Misconceptions and	c. Misconceptions about	
explored with	prejudices about learners	causes of specific learning	
the SL/HoD	with specific learning	disabilities	
NB The guidance for	disabilities	d. Inadequate locally	
SL/HoD should set	d. Inadequate locally	designed and culturally	
out what they need	designed and culturally	specific tools to identify	
to do to introduce	specific tools to identify	learners with Specific	
and explain the	learners with Specific	Learning disabilities	
•		_	
issues/s with tutors	Learning disabilities	e. Ignorance about the	
	e. Ignorance about the	rights of persons with	
	rights of persons with	disabilities	
	disabilities	f. Lack of materials in	
	f. Lack of materials in	different formats for	
	different formats for	students/learners with	
	students/learners with and	Specific Learning Disabilities	
	Specific Learning Disabilities		
	Examples of new learning:	Examples of new learning:	
	a. The new learning will	a. The new learning will	
	introduce student teachers	introduce student teachers	
	to the best practices in	to the best practices in	
	assessing learners with	assessing learners with	
	specific learning disabilities	specific learning disabilities	
	at the Junior High School	at the Junior High School	
	level of education in Ghana	level of education in Ghana	
	(NTS, 3e, 3k, NTECF, bullet	(NTS, 3e, 3k, NTECF, bullet	
	10, p. 16)	10, p. 16)	
	10, p. 10)	10, p. 10,	
	Examples of concepts/	Examples of concepts/	
	pedagogy being introduced:	pedagogy being introduced:	
	a. assessment strategies	a. assessment strategies	
	such as norm-referenced,	such as norm-referenced,	
	criterion-referenced,	criterion-referenced,	
	curriculum-based	curriculum-based	
	measurement and	measurement and	
	portfolio-based	portfolio-based	
	assessments of learners	assessments of learners	
	with specific learning	with specific learning	
	disabilities.	disabilities.	
	b. Lecture, discussions and	b. Lecture, discussions and	
	other talk for learning	other talk for learning	
	approaches would be	approaches would be	
	employed to introduce the	employed to introduce the	
	lesson and help student	lesson and help student	

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		teachers appreciate the	teachers appreciate the	
		assessment of learners with	assessment of learners with	
		specific learning disabilities in Ghana.	specific learning disabilities in Ghana.	
		c. Seminar: small group and	c. Seminar: small group and	
		mixed ability groups	mixed ability groups	
		presentations and	presentations and	
		discussions on identification	discussions on identification	
		and assessment strategies	and assessment strategies	
		such as norm-referenced,	such as norm-referenced,	
		criterion-referenced,	criterion-referenced,	
		curriculum-based	curriculum-based	
		measurement and	measurement and	
		portfolio-based	portfolio-based	
1		assessments of learners	assessments of learners	
		with specific learning	with specific learning	
		disabilities.	disabilities.	
		d. e-learning Opportunities:	d. e-learning Opportunities:	
		Student teachers will use	Student teachers will use	
		their phones and other	their phones and other	
		digital devices to download	digital devices to download	
		documents on the	documents on the	
		assessment of learners with	assessment of learners with	
		specific learning disabilities	specific learning disabilities	
		for discussions in class.	for discussions in class.	
3.	Planning for	3.1 Ask tutors to read and	3.1 Read and discuss	
0.	teaching,	discuss the teaching and	teaching and learning	
	learning and	learning activities	activities in the course	
	assessment	(Reference to the		
	activities for the	Course Manual)		
	lesson/s			
•	Reading and	Examples of Teaching and	Examples of Teaching and	
	discussion of the	learning Activities:	learning Activities:	
	teaching and	a. Lecturer, discussions and	a. Lecturer, discussions and	
	learning activities	other talk for learning	other talk for learning	
•	Noting and	approaches would be	approaches would be	
	addressing areas	employed to introduce the	employed to introduce the	
	where tutors may	lesson and help student	lesson and help student	
	require	examine characteristics of	examine characteristics of	
	clarification	learners with specific	learners with specific	
•	Noting	Learning Disabilities,	Learning Disabilities,	
	opportunities for	identification cues for	identification cues for	
	making links to	learners with SLD.	learners with SLD.	

	the Basic School	b. Seminar: small mixed	b. Seminar: small mixed	
	Curriculum	ability groups presentations	ability discussions on the	
•	Noting	and discussions on the	characteristics and	
	opportunities for	characteristics and	identification cues of	
	integrating: GESI	identification cues of	Specific Learning	
			Disabilities.	
	responsiveness	Specific Learning	Disabilities.	
	and ICT and 21 st C	Disabilities.		
	skills			
•	Reading,	c. E-learning Opportunities:	c. E-learning Opportunities:	
	discussion, and	Tutor will introduce the use	Tutor will introduce the use	
	identification of	of phones to search for	of phones to search for	
	continuous	information on assessment	information on assessment	
	assessment	of the learning progress of	of the learning progress of	
	opportunities in	learners with specific	learners with specific	
	the lesson. Each	learning disabilities	learning disabilities	
	lesson should			
		Ensure that female and	Ensure that female and	
	include at least	male as well as learners		
	two		male as well as learners	
	opportunities to	with SEN participate fully.	with SEN participate fully.	
	use continuous			
	assessment to	3.2 Ask tutors to read and	3.2 Read and note down	
	support student	note areas where they	areas where you may	
	teacher learning	may require clarification	require clarification for	
•	Resources:	for further discussion.	further discussion	
	 Links to the 			
	existing PD	3.3 Ask tutors to read	3.3 Read relevant portions	
	Themes, for	relevant portions of the	of the Basic School	
	example,	Basic School Curriculum	Curriculum and to note	
	action	and to note and discuss	and discuss	
	research,	opportunities for	opportunities for	
	,	making links during STS	making links during STS	
	questioning			
	and to other	2.4. Ack tutors to identify	2.4 Tutors identify	
	external	3.4 Ask tutors to identify	3.4 Tutors identify	
	reference	opportunities for	opportunities for	
	material:	integrating: GESI	integrating: GESI	
	literature, on	responsiveness and ICT	responsiveness and ICT	
	web, YouTube,	and 21 st C skills	and 21 st C skills	
	physical			
	resources,	Note:	Note:	
	power point;	GESI:	GESI:	
	how they	Tutors to note and	Tutors to note that SEN	
	, should be	appreciate the fact that SEN	embodies GESI	
	used.	embodies GESI issue.		
	Consideration			
	needs to be	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:	
	given to local	a. Use of smart phones to	a. Use of smart phones to	
	-	surf for information online	surf for information online	
	availability			

•	 guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have 	 b. Use of smart phones to download information from YouTube c. Use pf PowerPoint for group presentations d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 	 b. Use of smart phones to download information from YouTube c. Use pf PowerPoint for group presentations d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 	
	a plan for the next lesson for student teachers	Reminder: Remind Tutors of subject projects.	Reminder: Tutors are reminded of subject projects.	
		3.5 Ask tutors to identify and discuss at least two opportunities to use continuous assessment to support student teacher learning: i. e Subject portfolio and project portfolio	3.5 Identify and discuss at least two opportunities to use continuous assessment to support student teacher learning: i. e Subject portfolio and project portfolio	
		Example of Project: a. Tutors design a simple interview protocol to sample the views of teachers in schools on how they identify and assess learners with SLD	Example of Project: a. Tutors design a simple interview protocol to sample the views of teachers in schools on how they identify and assess learners with SLD	
		b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed	b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed	
		Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education	Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education	

		Devesie de a	Devesionaleur	[]
		Reminder: Make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists b. Guide tutors on how to prepare and use PowerPoint for their presentations; c. Tutors develop TLMs/ other resources need to support learning	Reminder: Tutors link discussions to the existing PD Themes, for example; action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning	
		3.6 Ask tutors to prepare a plan for the next lesson.	3.6 Prepare a plan for the next lesson.	
		•		
4. •	Evaluation and review of session: Tutors need to identify critical friends to	4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.	4.1 Tutors identify a critical friend to observe the week's lessons and report at next PD session.	15 mins
•	observe lessons and report at next session. Identifying and addressing any	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification	
	outstanding issues relating to the lesson/s for clarification	Remind tutors of the need to ask student-teachers to incorporate their teaching philosophies during the STD/ teaching practice sessions with regards to the	Tutors reminded of the need to ask student-teachers to incorporate their teaching philosophies during the STD/ teaching practice sessions with regards to the	

knowledge and understanding acquired in educating individuals with special needs.	knowledge and understanding acquired in educating individuals with special needs.	
special necus.	special needs.	

Name of Subject/s: AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 11- Best Practices in Teaching Children with Specific Learning Disabilities at the Junior High School level (12-15years) 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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS 	1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the topic.	1.1 The lesson begins with an Ice breaker- A volunteer to share an ice breaker that preferably is related to the topic.	20 mins
 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 	1.2 Welcome Tutors to the P D session and remind Tutors about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)	1.2 Tutors welcomed to the week's PD session and reminded about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)	
 levels/s. Introduction to the course manual/s 	Example of LO: The student teacher (s) will: I Recognize basic skills in the identification and	Example of LO: The student teacher (s) will: Recognize basic skills in the identification and	

 Overview of course learning outcomes 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. 	 characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43). -demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43) 1.3 Ask Tutors to read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators <i>Example of LIs</i> Identify the characteristics of learners with SLD in the Junior High School classroom -Recognize and present a report on the characteristics of learners with SLD at the Junior High School classroom 1.4 Ask tutors to recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson: Examples: Best practices in teaching children with specific learning disabilities at the Junior High School level (12- 15years) 1: 	characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43). -demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43) 1.3 Read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators Example of LIS Identify the characteristics of learners with SLD in the Junior High School classroom -Recognize and present a report on the characteristics of learners with SLD at the Junior High School classroom 1.4 Recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson: Examples: Best practices in teaching children with specific learning disabilities at the Junior High School level (12- 15years) I	

1(b) Introduction to the session	1.4 Ask tutors to read	1.4 Read relevant portions	
 the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require 	relevant portions of the course manual discuss and identify any distinctive aspects of the lesson/s. <i>For example:</i> Identify and demonstrate strategies for assessment and effective teaching and learning of all learners with SLD at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46 1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.6 Ask tutors to think through and draw a	of the course manual and discuss and identify any distinctive aspects of the lesson/s. <i>For example:</i> Identify and demonstrate strategies for assessment and effective teaching and learning of all learners with SLD at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46. 1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress. 1.6 Think through and draw a workable plan for your	
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	workable plan for their teaching as they go through this PD session	teaching as you go through this PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of 	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being	Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers: a. large class sizes; b. Poor Internet connectivity;	Note: Tutors discuss what they need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity;	

introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	c. Misconceptions and prejudices about learners with specific learning disabilities d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with and Specific Learning Disabilities Examples of new learning: a. The new learning will introduce student teachers to be able to Identify and demonstrate strategies for assessment and effective teaching and learning of all learners with SLD at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46	c. Misconceptions about causes of specific learning disabilities d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with Specific Learning Disabilities	
	Examples of concepts/pedagogy being introduced: Effective Instructional Strategies (individualized programming, collaboration, differentiated instruction, universal design for learning and evidence- based interventions) for learners with specific learning disabilities.	Examples of new learning: a. The new learning will introduce student teachers to be able to Identify and demonstrate strategies for assessment and effective teaching and learning of all learners with SLD at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46 Examples of concepts/ pedagogy being introduced: Effective Instructional Strategies (individualized programming, collaboration, differentiated	

		instruction, universal design for learning and evidence- based interventions) for learners with specific learning disabilities.
	Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student teachers appreciate the assessment of learners with specific learning disabilities in Ghana.	Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student teachers appreciate the assessment of learners with specific learning disabilities in Ghana.
	Seminar: small group and mixed ability groups presentations and discussions on Effective Instructional Strategies (individualized programming, collaboration, differentiated instruction, universal design for learning and evidence- based interventions) for learners with specific learning disabilities.	Seminar: small group and mixed ability groups presentations and discussions on Effective Instructional Strategies (individualized programming, collaboration, differentiated instruction, universal design for learning and evidence- based interventions) for learners with specific learning disabilities.
	e-learning Opportunities: Student teachers will use their phones and other digital devices to download documents on the assessment of learners with specific learning disabilities for discussions in class.	e-learning Opportunities: Student teachers will use their phones and other digital devices to download documents on the assessment of learners with specific learning disabilities for discussions in class.
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Read and discuss teaching and learning activities in the course

		I	1	
•	Reading and	Examples of Teaching and	Examples of Teaching and	
	discussion of the	learning Activities:	learning Activities:	
	teaching and	Lecture, discussions and	Lecture, discussions and	
	learning activities	other talk for learning	other talk for learning	
•	Noting and	approaches would be	approaches would be	
	addressing areas	employed to introduce the	employed to introduce the	
	where tutors may	lesson and help student	lesson and help student	
	require	examine Effective	examine Effective	
	clarification	Instructional Strategies	Instructional Strategies	
•	Noting	(Individualized	(Individualized	
	opportunities for	programming and	programming and	
	making links to	Collaboration) for teaching	Collaboration) for teaching	
	the Basic School	learners with specific	learners with specific	
	Curriculum	learning disabilities.	learning disabilities	
•	Noting			
	opportunities for	Seminar: small mixed ability	Seminar: small mixed ability	
	integrating: GESI	groups presentations and	discussions on the	
	responsiveness	discussions on the	characteristics and	
	and ICT and 21 st C	characteristics and	identification cues of	
	skills	identification cues of	Specific Learning	
	Reading,	Specific Learning	Disabilities.	
•	discussion, and	Disabilities.		
	identification of			
	continuous	E-learning Opportunities:	E-learning Opportunities:	
		Tutor will introduce the use	Tutor will introduce the use	
	assessment	of phones to search for	of phones to search for	
	opportunities in the lesson. Each	information on assessment	information on assessment	
		of the learning progress of	of the learning progress of	
	lesson should include at least	learners with specific	learners with specific	
		learning disabilities	learning disabilities	
	two			
	opportunities to	Reminder:	Reminder:	
	use continuous	Ensure that female and	Ensure that female and	
	assessment to	male as well as learners	male as well as learners	
	support student	with SEN participate fully.	with SEN participate fully.	
	teacher learning		with SER participate fully.	
•	Resources:	3.2 Ask tutors to read and	3.2 Read and note down	
	 Links to the 	note areas where they	areas where you may	
	existing PD	may require clarification	require clarification for	
	Themes, for	for further discussion.	further discussion.	
	example,			
	action	2.2 Ack tutors to read	2.2 Dead relevent nortican	
	research,	3.3 Ask tutors to read	3.3 Read relevant portions	
	questioning	relevant portions of the	of the Basic School	
	and to other	Basic School Curriculum	Curriculum and to note	
	external	and to note and discuss	and discuss	
	reference	opportunities for	opportunities for	
	material:	making links during STS	making links during STS	

		(7.6		
	erature, on	(Reference to the STS	(Reference to the STS	
We	eb, YouTube,	Handbook)	Handbook)	
ph	nysical			
re	sources,	3.4 Ask tutors to identify	3.4 Identify opportunities	
	ower point;	opportunities for	for integrating: GESI	
-	ow they	integrating: GESI	responsiveness and ICT	
	ould be	responsiveness and ICT	and 21 st C skills	
	sed.	and 21 st C skills		
Co	onsideration			
ne	eeds to be	Note:	Note:	
giv	ven to local	GESI:	GESI:	
-	vailability	Tutors to note and	Tutors to note that SEN	
	uidance on	appreciate the fact that SEN	embodies GESI	
_		embodies GESI issue.		
	ny power	emboules desi issue.		
	pint			
-	esentations,	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:	
TL	.M or other	a. Use of smart phones to	a. Use of smart phones to	
re	sources	surf for information online	surf for information online	
wł	hich need to	b. Use of smart phones to	b. Use of smart phones to	
be	e developed	download information from	download information from	
	support	YouTube	YouTube	
	arning	c. Use pf PowerPoint for	c. Use pf PowerPoint for	
	rs should be	group presentations	group presentations	
-	cted to have	d. Encourage small/mixed	d. Encourage small/mixed	
a plai	n for the	gender group formation to	gender group formation to	
next	lesson for	ensure equity, inclusivity,	ensure equity, inclusivity,	
stude	ent teachers	respect for diversity,	respect for diversity,	
		collaboration and	collaboration and	
		communication	communication	
		Reminder:	Reminder:	
		Remind Tutors of subject	Tutors are reminded of	
		projects.	subject projects.	
		3.5 Ask tutors to identify	3.5 Identify and discuss at	
		and discuss at least two	least two opportunities	
		opportunities to use	to use continuous	
		continuous assessment	assessment to support	
			student teacher	
		to support student		
		teacher learning: i. e	learning: i. e Subject	
		Subject portfolio and	portfolio and project	
		project portfolio	portfolio	
		Example of Project:	Example of Project:	
		a. Tutors design an	a. Tutors design an	
		interview protocol to	interview protocol to	
		sample the views of	sample the views of	
		sample the views Of	sample the views Of	

teachers in schools on how they identify and assess learners with SLD	teachers in schools on how they identify and assess learners with SLD
b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed	b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed
Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education	Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education
Make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	Tutors link discussions to the existing PD Themes, for example; action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Guide tutors on how to prepare and use PowerPoint for their presentations; d. Tutors develop TLMs/ other resources need to	Examples of Resources: a. Audio visuals from YouTube b. Samples of inventories and checklists c. Tutors prepare and use PowerPoint for their presentations d. Tutors develop TLMs/ other resources need to support learning
support learning 3.6 Ask tutors to prepare a plan for the next lesson.	3.6 Prepare a plan for the next lesson.

4.	Evaluation and	4.1 Ask tutors to identify a	4.1 Identify a critical friend	15 mins
	review of	critical friend to observe	to observe the week's	
	session:	the week's lessons and	lessons and report at	
•	Tutors need to	report at next PD	next PD session.	
	identify critical	session.		
	friends to			
	observe lessons	4.2 Ask Tutors to identify	4.2 Identify and bring up	
	and report at	and bring up any	any outstanding issues	
	next session.	outstanding issues	relating to the lesson/s	
•	Identifying and	relating to the lesson/s	for clarification	
	addressing any	for clarification		
	outstanding			
	issues relating to	Remind tutors of the need	Remind tutors of the need	
	the lesson/s for	to ask student-teachers to	to ask student-teachers to	
	clarification	incorporate their teaching	incorporate their teaching	
		philosophies during the	philosophies during the	
		STD/ teaching practice	STD/ teaching practice	
		sessions with regards to the	sessions with regards to the	
		knowledge and	knowledge and	
		understanding acquired in	understanding acquired in	
		educating individuals with	educating individuals with	
		special needs.	special needs.	

Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABIILITIES

Lesson 12- Reflections on Autism Spectrum Disorders and Specific Learning Disabilities

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 Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in	1.1 Share an ice breaker that preferably is related	1.1 A volunteer Tutor shares an ice breaker	20 mins
session one	to the Course	that preferably is related	
Introduction to		to the Course	
 the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the 	1.2 Welcome Tutors to the PD session and remind them (Tutors) about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)	1.2 Tutors welcomed to the week's PD session and reminded Tutors about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)	
subject/s, age levels/s.	1.3 Ask tutors to recap and in small mixed ability and gender groups	1.3 Recap and in small mixed ability and gender groups discuss previous	
 Introduction to the course 	discuss previous lessons	lessons	
manual/s	Examples:	Examples:	
	Student teachers have taken lessons on	Student teachers have taken lessons on	

	Overview of	"Assessment of ASD and	"Assessment of ASD SLD."	
	course learning	SLD." Student teachers can	Student teachers can	
	outcomes	identify learners with ASD	identify learners with ASD	
•	Introduction to	and SLD in the partner	and SLD in the partner	
	the two	schools.	schools.	
	continuous			
	assessment	1.4 Ask tutors to read	1.4 Read relevant portions	
	components to	relevant portions of the	of the course manual	
	be undertaken in	course manual discuss	discuss and identify any	
	each subject	and identify any	distinctive aspects of	
	during the	distinctive aspects of	any of the previous	
	semester (See	any of the previous	lessons that were of	
	Course	lessons that were of	particular interest to	
	Assessment	particular interest to	them.	
	Components at a	them.		
	Glance Appendix			
	2) NB in subjects	For example:	For example:	
	where there are	Identify and reflect on the	Identify and reflect on the	
	no assessment	Needs and Effective	Needs and Effective	
		Instructional Strategies for	Instructional Strategies for	
	components in the course	learners with autism	learners with autism	
	manuals	spectrum disorders and	spectrum disorders and	
		Specific Learning Disabilities	Specific Learning Disabilities	
	examples will	at the Junior High School	at the Junior High School	
	need to be	level (NTS 2f, p13, 3e, g,	level (NTS 2f, p13, 3e, g,	
	provided for	p14, NTECF bullet 1, 2 p42,	p14, NTECF bullet 1, 2 p42,	
	SL/HoD.	bullet 2, 3, p46) Integration	bullet 2, 3, p46) Integration	
		of appropriate ICT tools in	of appropriation ICT tools in	
		learning, collaboration and	learning, collaboration and	
		reflective practice during	reflective practice during	
		group discussions.	group discussions.	
1(b)	Introduction to			
	session	1.5 Ask tutors to identify	1.5 Identify areas where	
	Review prior	areas where they might	you might require	
	learning	require clarification on	clarification on any	
	Reading and	any aspect of the lesson,	aspect of the lesson, for	
	discussion of the	for redress.	redress.	
	introductory sections of the			
	lesson up to and			
	including			
	learning			
	outcomes and			
	indicators			
•	Overview of			
1				
	content and identification of			

	1		
any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session			
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Ask tutors to summarize and discuss new things they learned and potential barriers to learning, concepts or pedagogy that were introduced in the lessons, for discussion Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions and prejudices about learners with specific learning disabilities d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with and Specific Learning Disabilities 	 2.1 Summarize and discuss new things you learned and potential barriers to learning, concepts or pedagogy that were introduced in the lessons, for discussion Note: Tutors discuss what they need to do to introduce and explain the issues Examples of barriers: a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of specific learning disabilities d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities e. Ignorance about the rights of persons with disabilities f. Lack of materials in different formats for students/learners with Specific Learning Disabilities 	15 mins

 •		
Examples of new learning:	Examples of new learning:	
a. The new learning will	a. The new learning will	
introduce student teachers	introduce student teachers	
to be able to Identify and	to be able to Identify and	
reflect on the Needs and	reflect on the Needs and	
Effective Instructional	Effective Instructional	
Strategies for learners with	Strategies for learners with	
Autism Spectrum Disorders	Autism Spectrum Disorders	
and Specific Learning	and Specific Learning	
Disabilities at the Junior	Disabilities at the Junior	
High School level (NTS 2f,	High School level (NTS 2f,	
p13, 3e, g, p14, NTECF	p13, 3e, g, p14, NTECF	
bullet 1, 2 p42, bullet 2, 3,	bullet 1, 2 p42, bullet 2, 3,	
p46)		
p48)	p46)	
Examples of	Examples of concepts/	
concepts/pedagogy being	pedagogy being introduced:	
introduced:	a. Identify and Use	
a. Identify and Use	teaching and learning	
teaching and learning	materials and adaptive	
materials and adaptive	devices in developing basic	
devices in developing basic	academic skills in learners	
academic skills in learners	with Autism Spectrum	
with Autism Spectrum	Disorders and Specific	
Disorders and Specific	Learning Disabilities at the	
Learning Disabilities at the	Junior High School level	
Junior High School level	Lecture, discussions and	
Lecture, discussions and	other talk for learning	
other talk for learning	approaches would be	
approaches would be	employed to introduce the	
employed to introduce the lesson and help student	lesson and help student teachers appreciate the	
teachers appreciate the	assessment of learners with	
assessment of learners with	specific learning disabilities	
specific learning disabilities	in Ghana.	
in Ghana.		
Seminar: small group and	Seminar: small group and	
mixed ability groups	mixed ability groups	
presentations and	presentations and	
discussions on Effective	discussions on Effective	
Instructional Strategies	Instructional Strategies	
(individualized	(individualized	
programming,	programming,	
collaboration, differentiated	collaboration, differentiated	
instruction, universal design	instruction, universal design	
for learning and evidence-	for learning and evidence-	

		based interventions) for	based interventions) for	
		learners with specific	learners with specific	
		learning disabilities.	learning disabilities	
		_		
		e-learning Opportunities:	e-learning Opportunities:	
		Student teachers will	Student teachers will	
		use their phones and	use their phones and	
			-	
		other digital devices to	other digital devices to	
		download documents	download documents	
		on the assessment of	on the assessment of	
		learners with specific	learners with specific	
		learning disabilities for	learning disabilities for	
		discussions in class.	discussions in class.	
3.	Planning for	3.1 Ask tutors to read,	3.1 Read, recap and discuss	
	teaching,	recap and discuss the	the teaching and	
	learning and	teaching and learning	learning activities over	
	•	activities over the	_	
	assessment		the semester (Reference	
	activities for the	semester (Reference to	to the Course Manual)	
	lesson/s	the Course Manual)		
•	Reading and			
	discussion of the	Examples of Teaching and	Examples of Teaching and	
	teaching and	learning Activities:	learning Activities:	
	learning activities	Lecture, discussions and	Lecture, discussions and	
•	Noting and	other talk for learning	other talk for learning	
	addressing areas	approaches would be	approaches would be	
	where tutors	employed to introduce the	employed to introduce the	
		lesson and help student	lesson and help student	
	may require	reflect on the needs of	reflect on the needs of	
	clarification			
•	Noting	learners with Autism	learners with Autism	
	opportunities for	Spectrum Disorders and	Spectrum Disorders and	
	making links to	Specific Learning Disabilities	Specific Learning Disabilities	
	the Basic School			
	Curriculum	Seminar: small mixed ability	Seminar: small mixed ability	
•	Noting	groups presentations and	discussions on the	
	opportunities for	discussions on the	characteristics and	
	integrating: GESI	characteristics and	identification cues of	
		identification cues of	Autism Spectrum Disorder	
	responsiveness	Autism Spectrum Disorder	and Specific Learning	
	and ICT and 21 st	•	Disabilities.	
	C skills	and Specific Learning		
•	Reading,	Disabilities.		
1	discussion, and			
1	identification of	E-learning Opportunities:	E-learning Opportunities:	
1	continuous	Tutor will introduce the use	Tutor will introduce the use	
	assessment	of phones to search for	of phones to search for	
	opportunities in	information on the needs of	information on the needs of	
	the lesson. Each	learners with Autism	learners with Autism	
	UIC ICSSUII. EdUII			

				_
	lesson should	Spectrum Disorders and	Spectrum Disorders and	
	include at least	Specific Learning Disabilities	Specific Learning Disabilities	
	two			
	opportunities to	Ensure that female and	Ensure that female and	
	use continuous	male as well as learners	male as well as learners	
	assessment to	with SEN participate fully.	with SEN participate fully.	
	support student			
	teacher learning	3.2 Ask tutors to read	3.2 Read relevant portions	
-	•		of the Basic School	
•	Resources:	relevant portions of the		
	 Links to the 	Basic School Curriculum	Curriculum and to note	
	existing PD	and to note and discuss	and discuss	
	Themes, for	opportunities for	opportunities for	
	example,	making links during	making links during	
	action	subsequent STS	subsequent STS	
	research,			
	questioning	3.3 Ask tutors to identify	3.3 Tutors identify	
	and to other	opportunities for	opportunities for	
	external	integrating: GESI	integrating: GESI	
	reference	responsiveness and ICT	responsiveness and ICT	
	material:	and 21 st C skills	and 21 st C skills	
	literature, on	Nete		
	web,	Note:	Note:	
	YouTube,	GESI:	GESI:	
	physical	Tutors to note and	Tutors to note that SEN	
	resources,	appreciate the fact that SEN	embodies GESI	
	power point;	embodies GESI issue.		
	how they			
	should be	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:	
	used.	a. Use of smart phones to	a. Use of smart phones to	
	Consideration	surf for information online	surf for information online	
	needs to be	b. Use of smart phones to	b. Use of smart phones to	
	given to local	download information from	download information from	
	availability	YouTube	YouTube	
	-	c. Use pf PowerPoint for	c. Use pf PowerPoint for	
	 guidance on 	-	-	
	any power	group presentations	group presentations	
	point	d. Encourage small/mixed	d. Encourage small/mixed	
	presentations,	gender group formation to	gender group formation to	
	TLM or other	ensure equity, inclusivity,	ensure equity, inclusivity,	
	resources	respect for diversity,	respect for diversity,	
	which need to	collaboration and	collaboration and	
	be developed	communication	communication	
	to support			
	learning	3.4 Remind Tutors of	3.4 Tutors are reminded of	
•	Tutors should be	subject project	subject project	
	expected to have	deadlines (as	deadlines as	
	a plan for the	appropriate).	appropriate.	

	next lesson for student teachers	3.5 Ask tutors to discuss the nature of the end of semester examination	3.5 Discuss the nature of the end of semester examination	
•	Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 4.1 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification <i>Reminder:</i> <i>Remind tutors of the need</i> to ask student-teachers to incorporate their teaching philosophies during the STD/ teaching practice sessions with regards to the knowledge and understanding acquired in educating individuals with special needs. 	 4.1 Identify and bring up any outstanding issues relating to the lesson/s for clarification <i>Reminder:</i> <i>Remind tutors of the need</i> to ask student-teachers to incorporate their teaching philosophies during the STD/ teaching practice sessions with regards to the knowledge and understanding acquired in educating individuals with special needs. 	15 mins

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