

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

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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.

PEDAGOGY

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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. 	<p>1a</p> <p>1.1 Welcome tutors and begin the PD session with an icebreaker.</p> <p>1.2 Ask tutors to do self-introduction, after which you inform them of newly appointed tutors where applicable.</p> <p>1.3 Ask tutors to read the purpose of the specialisms (EG, UP, and JHS).</p> <p><i>NB: Early Grade (KG1-P3) This specialism seeks to use a thematic approach to training and equipping</i></p>	<p>1a</p> <p>1.1 Participate in the icebreaker to prepare you for the PD session.</p> <p>1.2 Do a self-introduction and welcome newly appointed tutors (if any).</p> <p>1.3 Read the course manuals the purpose of the specialisms (EG, UP, and JHS).</p> <p><i>NB: Early Grade (KG1-P3) This specialism seeks to use a thematic approach to training and equipping</i></p>	<p>20 mins</p>

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p><i>student teachers with developmentally appropriate practices that promote play-based learning.</i></p> <p><i>NB: Upper Primary (P4-P6) This specialism seeks to equip student teachers to be class teachers, teach all the subjects of the Basic School Curriculum, and support the learning and development of middle childhood learners.</i></p> <p><i>NB: JHS This specialism seeks to equip student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in early adolescence.</i></p> <p><i>NB: Inform tutors of the various courses for PD sessions for the semester as follows:</i></p> <ul style="list-style-type: none"> • <i>Guidance and Counselling for Early Grade;</i> • <i>Guidance and Counselling for Upper Primary;</i> • <i>Guidance and Counselling for Junior High School.</i> <p>1.4 Ask tutors to individually read the introductory sections of the course manual for EG, UP, and JHS and discuss the goal for the course, key contextual factors, course description, core and transferable skills, cross-</p>	<p><i>student teachers with developmentally appropriate practices that promote play-based learning.</i></p> <p><i>NB: Upper Primary (P4-P6) This specialism seeks to equip student teachers to be class teachers, teach all the subjects of the Basic School Curriculum, and support the learning and development of middle childhood learners.</i></p> <p><i>NB: JHS This specialism seeks to equip student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in early adolescence.</i></p> <p>1.4 Read the introductory sections of the course manual for EG, UP, and JHS and discuss the goal for the course, key contextual factors, course description, core and transferable skills, cross-cutting issues, including GESI and ICT.</p>	
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<p>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</p>	<p>cutting issues, including GESI and ICT.</p> <p>N/B: <i>Remind tutors to take critical note of all NTS references identified in the course manual.</i></p> <p>1.5 In pairs, ask tutors to read and discuss the CLOs and the CLIs in the introductory aspect of the course manual.</p> <p>E.g. of CLO <i>Demonstrate a clear knowledge, understanding and use of guidance services, communication skills, and counselling techniques, including online resources for counselling (NTECF p.68; NTS 3c, 3d).</i></p> <p>E.g. of CLIs</p> <ul style="list-style-type: none"> • <i>Explain each of the guidance services;</i> • <i>Enumerate the communicative skills required of a good counsellor of EG, UP, and JHS school learners.</i> • <i>Discuss some counselling techniques used by counsellors, including online resources for counselling learners in inclusive EG, UP, and JHS schools.</i> <p>1.6 Lead tutors to brainstorm how the CLOs and CLIs relate to the relevant previous knowledge of student teachers.</p>	<p>1.5 Read and discuss the CLOs and the CLIs in the introductory aspect of the course manual.</p> <p>E.g. of CLO <i>Demonstrate a clear knowledge, understanding and use of guidance services, communication skills, and counselling techniques, including online resources for counselling (NTECF p.68; NTS 3c, 3d).</i></p> <p>E.g. of CLIs</p> <ul style="list-style-type: none"> • <i>Explain each of the guidance services;</i> • <i>Enumerate the communicative skills required of a good counsellor of EG, UP, and JHS school learners.</i> • <i>Discuss some counselling techniques used by counsellors, including online resources for counselling learners in inclusive EG, UP, and JHS schools.</i> <p>1.6 Brainstorm how the CLOs and CLIs relate to the relevant previous knowledge of student teachers.</p>	
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	<p>1.7 Ask tutors to identify and discuss the lessons to be discussed in the course manual for the semester.</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>Conceptual and Historical Issues in Guidance and Counselling;</i> • <i>Guidance Services;</i> • <i>Communication Skills in Counselling.</i> <p>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.</p> <p>E.g., Subject Project</p> <ul style="list-style-type: none"> • <i>individual and group assignments;</i> • <i>projects;</i> • <i>quizzes (including mid-semester quiz).</i> <p>Subject Portfolio</p> <p>Subject Project <i>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.</i></p>	<p>1.7 Identify and discuss the lessons to be discussed in the course manual for the semester.</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>Conceptual and Historical Issues in Guidance and Counselling;</i> • <i>Guidance Services;</i> • <i>Communication Skills in Counselling.</i> <p>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.</p> <p>E.g. Subject Project</p> <ul style="list-style-type: none"> • <i>individual and group assignments;</i> • <i>projects;</i> • <i>quizzes (including mid-semester quiz).</i> <p>Subject Project</p> <p><i>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.</i></p>	
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	<p>NB (Subject Project) Overall weighting of project = 30% Weighting of individual parts of the project out of 100</p> <ul style="list-style-type: none"> • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30 <p>NB (Subject Portfolio) Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100</p> <p>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;"><i>OR</i></p> <p>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%</p> <p>NB: <i>Encourage tutors to be conversant with:</i></p> <ul style="list-style-type: none"> • <i>The scope of the subject project and subject portfolio.</i> • <i>The percentage or weight distributions.</i> • <i>Alternative tools for CA.</i> 	<p>NB (Subject Project) Overall weighting of project = 30% Weighting of individual parts of the project out of 100</p> <ul style="list-style-type: none"> • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30 <p>NB (Subject Portfolio) Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100</p> <p>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;"><i>OR</i></p> <p>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%</p>	
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	<p>1b. PD Session 1</p> <p>1.9 Ask tutors to share their experiences during the previous semester's PD sessions and in-class activities, including challenges faced. <i>E.g., Challenges Faced</i></p> <ul style="list-style-type: none"> • <i>Unstable or no internet connectivity for online lessons.</i> • <i>Students not having internet data.</i> • <i>Lack of co-operation on the part of tutors to attend PD sessions.</i> <p><i>NB: Note the challenges and lead tutors to address them.</i></p> <p>1.10 Lead tutors to discuss their observations about STS activities.</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>The general conduct of STS activities;</i> • <i>How were student teachers equipped to use the various teaching strategies and skills during STS?</i> • <i>Attitude of student teachers and mentors towards STS.</i> <p>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 few examples for discussion</i>)</p>	<p>1b. PD Session 1</p> <p>1.9 Share your experiences during the previous semester's PD sessions and in-class activities, including challenges faced. <i>E.g., Challenges Faced</i></p> <ul style="list-style-type: none"> • <i>Lack of co-operation on the part of tutors to attend PD sessions.</i> • <i>Unstable or no internet connectivity for online lessons.</i> <p>1.10 Discuss your observations about STS activities for the previous semester.</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>The general conduct of STS activities;</i> • <i>How were student teachers equipped to use the various teaching strategies and skills during STS?</i> • <i>Attitude of student teachers and mentors towards STS.</i> <p>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.</p>	
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	<p>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.</p> <p>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.</p> <p>NB: <i>Distinctive aspects include:</i></p> <ul style="list-style-type: none"> • <i>Meaning, purpose, and objectives of Guidance and Counselling;</i> • <i>Differences and similarities between Guidance and Counselling;</i> • <i>History of Guidance and Counselling and how it started in Ghana;</i> • <i>Misconceptions of Guidance and Counselling in EG, UP, and JHS.</i> 	<p>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.</p> <p>NB: <i>Distinctive aspects include:</i></p> <ul style="list-style-type: none"> • <i>Meaning, purpose, and objectives of Guidance and Counselling;</i> • <i>Differences and similarities between Guidance and Counselling;</i> • <i>History of Guidance and Counselling and how it started in Ghana;</i> • <i>Misconceptions of Guidance and Counselling in EG, UP, and JHS.</i> 	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, potential barriers to learning for student teachers 	<p>2.1 Ask tutors to use think pair share to explain the need for Lesson 1 and its involvement.</p> <p>2.2 Ask tutors to identify and discuss new concepts learned in Lesson 1 for EG, UP, and JHS.</p>	<p>2.1 Use think-pair-share to explain the need for Lesson 1 and what it involves.</p> <p>2.2 Identify and discuss new concepts learned in Lesson 1 for EG, UP, and JHS.</p>	<p>15 mins</p>

<p>or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Meaning, purpose, and objectives of Guidance and Counselling;</i> • <i>Differences and similarities between Guidance and Counselling;</i> • <i>History of Guidance and Counselling;</i> • <i>Beginnings of Guidance and Counselling in Ghana</i> • <i>Misconceptions of Guidance and Counselling.</i> <p>NB</p> <ul style="list-style-type: none"> • <i>Anticipate questions from tutors for clarification.</i> <i>For E.g. What are some of the misconceptions of and barriers to Guidance and Counselling?</i> <p><i>NB: Guide tutors to discuss the possible answers to the anticipated questions, considering GESI, ICT, and 21C skills.</i></p> <p><i>Expected answers</i></p> <ul style="list-style-type: none"> • <i>Counselling is only for major issues or people who are vulnerable;</i> • <i>People who go for counselling are emotionally damaged;</i> • <i>Counselling is for people who have no one to talk to;</i> • <i>Admitting that you need help and going for counselling means you are weak;</i> 	<p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Meaning, purpose, and objectives of Guidance and Counselling;</i> • <i>Differences and similarities between Guidance and Counselling;</i> • <i>History of Guidance and Counselling;</i> • <i>Beginnings of Guidance and Counselling in Ghana;</i> • <i>Misconceptions of Guidance and Counselling.</i> 	
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	<ul style="list-style-type: none"> • <i>Counselling does not help or will make the situation worse;</i> • <i>The counsellor does not know me, so he or she cannot be of help.</i> • <i>Counselling is endless.</i> <p>2.4 In mixed-gender groups (where applicable), ask tutors to discuss and share potential barriers to teaching and learning the new concepts.</p> <p><i>E.g. of Barriers</i></p> <ul style="list-style-type: none"> • <i>Students not participating in online lessons;</i> • <i>Weak prior knowledge,</i> • <i>Lack of appropriate resources,</i> • <i>Lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students,</i> • <i>Inadequate contact time as a result of other official engagements of tutors.</i> <p>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.</p> <p><i>E.g. Mixed-gender/mixed-ability group project and power-point presentation; pyramid discussion; shower thoughts; think-pair-share; reflective notes; concept mapping.</i></p>	<p>2.4 In your groups, share and discuss potential barriers to teaching and learning the new concepts.</p> <p><i>E.g. of Barriers</i></p> <ul style="list-style-type: none"> • <i>Students not participating in online lessons.</i> • <i>Inadequate contact time as a result of other official engagements of tutors.</i> • <i>Lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students,</i> <p>2.5 Select an elbow partner to discuss and share new pedagogies and how they could be used to teach Lesson 1.</p> <p><i>E.g. Mixed-gender/mixed-ability group project and power-point presentation; shower thoughts; think-pair-share; concept mapping.</i></p>	
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	<p>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.</p> <p>E.g., Teaching Philosophy <i>“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”.</i></p>	<p>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 21st Century skills.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 	<p>3.1 Ask tutors in mixed-gender groups (where applicable) to read and discuss the teaching and learning activities for Lesson 1, ensuring that provision is made for student teachers with SEN; active involvement of student teachers; even distribution of roles to both gender in group activities (where applicable); and even distribution of questions to all categories of learners based on gender, ability, previous experience, etc.</p> <p>NB: <i>Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, 2f, 3b, 3c.</i></p> <p>3.2 Ask tutors to select an elbow partner, read the suggested activities in the course manual for</p>	<p>3.1 In your groups, read and discuss the teaching and learning activities for Lesson 1 by the provision is made for student teachers with SEN; active involvement of student teachers; even distribution of roles to both gender in group activities (where applicable); and even distribution of questions to all categories of learners based on gender, ability, previous experience, etc.</p> <p>NB: <i>Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, 2f, 3b, 3c.</i></p> <p>3.2 Select an elbow partner, read the suggested activities in the course manual for EG, UP, and</p>	

<ul style="list-style-type: none"> • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, YouTube, 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 	<p>EG, UP, and JHS, and identify areas that need clarification.</p> <p>3.3 Ask tutors to use the think-pair-share technique to identify some pedagogies and discuss how they will enhance the learning of the concepts, considering issues on GESI, ICT, and 21stC skills.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Using pyramid discussion, shower thoughts and think-pair-share will help generate many ideas from student teachers on concepts being learned.</i> • <i>Using reflective notes will develop the skills of student teachers during STS and as reflective practitioners.</i> • <i>Mixed-gender/mixed ability group work and powerpoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT.</i> • <i>The use of projects will help develop the inquiry skills and digital literacy of student teachers.</i> <p>3.3 Ask tutors to discuss the practical ways student teachers could apply the concepts in Guidance and Counselling during STS.</p>	<p>JHS, and identify areas that need clarification.</p> <p>3.3 Use the think-pair-share technique to identify some pedagogies and discuss how they will enhance the learning of the concepts, considering issues on GESI, ICT, and 21stC skills.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Using pyramid discussion, shower thoughts and think-pair-share will help generate many ideas from student teachers on concepts being learned.</i> • <i>Using reflective notes will develop the skills of student teachers during STS and as reflective practitioners.</i> • <i>Mixed-gender/mixed ability group work and powerpoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT.</i> • <i>The use of projects will help develop the inquiry skills and digital literacy of student teachers.</i> <p>3.3 Discuss practical ways student teachers could apply the understanding of the concepts in Guidance and Counselling during STS.</p>	
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<p>to support learning</p> <ul style="list-style-type: none"> Tutors should be expected to have a plan for the next lesson for student teachers 	<p>3.4 Lead tutors to discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities.</p> <p><i>E.g. GESI Issues</i></p> <ul style="list-style-type: none"> <i>Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities;</i> <i>Females playing the role of males in a role play and vice versa (where applicable);</i> <i>Opportunities for both genders to be group leaders and secretaries;</i> <p><i>ICT Skills</i></p> <ul style="list-style-type: none"> <i>Designing powerpoint slides for individual and group presentations;</i> <i>Using mobile phones and other handheld ICT tools to surf the internet for information</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> <i>Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i> <p>3.5 Ask tutors to read the assessment section in the EG, UP, and JHS course manual and discuss how they align with the NTEAP.</p> <p><i>E. g.</i> Subject Portfolio: <i>Mixed-gender or mixed-ability group project (two-paged) on trends in the</i></p>	<p>3.4 Discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities.</p> <p><i>E.g. GESI Issues</i></p> <ul style="list-style-type: none"> <i>Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities;</i> <i>Females playing the role of males in a role play (where applicable);</i> <i>Opportunities for both genders to be group leaders and secretaries;</i> <p><i>ICT Skills</i></p> <ul style="list-style-type: none"> <i>Designing powerpoint slides for individual and group presentations;</i> <i>Using mobile phones and other handheld ICT tools to surf the internet for information;</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> <i>Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i> <p>3.5 Read the assessment section in the course manual and discuss how they align with the NTEAP.</p>	
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	<p><i>development of Guidance and Counselling.</i></p> <p>Subject Project: <i>Mixed-gender or mixed-ability group powerpoint presentation on differences and similarities between Guidance and Counselling.</i></p> <p>NB: <i>These two assessments could also be used to build student teachers' portfolios.</i></p> <p>3.6 Ask tutors to identify the links to the existing PD Themes and YouTube links and discuss how they could be used.</p> <p><i>E.g.</i> <i>Make use of sign language experts, braille, tactile materials (where necessary)</i> <i>Refer to: Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5).</i> <i>Use the following links and others to download relevant YouTube videos for:</i> <i>Function and Scope of Guidance and Counselling</i> https://www.youtube.com/watch?v=Xqf2GzrXxjY Accessed 21/09/2021 <i>Purpose of Counselling</i> https://www.youtube.com/watch?v=0gRocvGP-go Accessed 21/09/2021 <i>Differences between Guidance and Counselling</i> https://www.youtube.com/watch?v=y3ZeftNjNjk Accessed 21/09/2021</p>	<p>3.6 Identify the links to the existing PD Themes and YouTube links and discuss how they could be used.</p> <p><i>E.g.</i> <i>Make use of sign language experts, braille, tactile materials (where necessary).</i> <i>Refer to: Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5).</i> <i>Use the following links and others to download relevant YouTube videos for:</i> <i>Function and Scope of Guidance and Counselling</i> https://www.youtube.com/watch?v=Xqf2GzrXxjY Accessed 21/09/2021 <i>Purpose of Counselling</i> https://www.youtube.com/watch?v=0gRocvGP-go Accessed 21/09/2021 <i>Differences between Guidance and Counselling</i> https://www.youtube.com/watch?v=y3ZeftNjNjk Accessed 21/09/2021</p>	
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	<p>3.7 Ask tutors in groups to discuss the assessment strategies ('as', 'for' and 'of') to be used during the lesson's teaching. <i>NB: Continuous assessment activities (assignments, quizzes, group presentations, etc.) should be used for subject projects and build subject portfolios.</i></p> <p>3.8 Ask tutors in mixed-gender groups (where applicable), design a sample of assessment items in line with the LOs for Lesson 1, and share with members.</p>	<p>3.7 In your groups, discuss the assessment strategies ('as', 'for' and 'of') to be used during the lesson's teaching. <i>NB: Continuous assessment activities (assignments, quizzes, group presentations, etc.) should be used for subject projects and build subject portfolios.</i></p> <p>3.8 In your groups, design a sample of assessment items in line with the LOs for Lesson 1 and share with members.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> 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 	<p>4.1 Ask tutors to share their views on the key issues discussed during the PD session, taking into consideration the following and make notes that will assist them to teach Lesson 1:</p> <ul style="list-style-type: none"> clarity of content; GESI; ICT integration; 21st Century Skills (NTS 1a, 3i) <p>4.2 Ask tutors to identify outstanding issues relating to Lesson 1 to be addressed or clarified.</p> <p><i>NB:</i></p> <ul style="list-style-type: none"> <i>Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that:</i> 	<p>4.1 Share your views on the key issues discussed during the PD session, taking into consideration the following and make notes that will assist them to teach Lesson 1:</p> <ul style="list-style-type: none"> clarity of content; GESI; ICT integration; 21st Century Skills (NTS 1a, 3i) <p>4.2 Point outstanding issues relating to Lesson 1 to be addressed or clarified.</p>	15 mins

	<ul style="list-style-type: none"> - <i>Post outstanding issues on WhatsApp or Telegram platforms for discussion.</i> - <i>Ask tutors to undertake research on outstanding issues for discussion during the next PD session.</i> • <i>Remind tutors to make effective use of their teaching philosophy during in-class activities.</i> • <i>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.</i> • <i>Encourage tutors to read Lesson 2 in preparation for the next PD session.</i> 		
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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 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Welcome tutors and use a relevant icebreaker to get them ready for the PD session.</p> <p>1.2 Ask tutors to share their views on the usefulness of the previous PD session and how it helped deliver Lesson 1.</p> <p>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.</p>	<p>1.1 Participate in the icebreaker to prepare for the PD session.</p> <p>1.2 Share your views on the usefulness of the previous PD session and how it helped deliver Lesson 1.</p> <p>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.</p>	20 mins

<p>any distinctive aspects of the lesson/s,</p> <p>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</p>	<p><i>(Collect a few examples for discussion)</i></p> <p>1.4 Ask a critical friend who observed a lesson to share findings for a brief discussion.</p> <p>1.5 Ask tutors to share their experiences, including challenges faced during the delivery of Lesson 1. <i>E.g., Challenges Faced</i></p> <ul style="list-style-type: none"> • <i>Unstable or no internet connectivity for online lessons.</i> • <i>Students not having internet data.</i> • <i>Lack of co-operation on the part of tutors to attend PD sessions.</i> <p><i>NB: Note the challenges and lead tutors to address them.</i></p> <p>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.</p> <p>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.</p> <p><i>E.g., Distinctive aspects</i></p> <ul style="list-style-type: none"> • <i>Principles of Guidance and Counselling;</i> • <i>Types of Counselling;</i> • <i>Role of teachers and parents in Guidance and Counselling in schools (EG, UP, & JHS).</i> 	<p>1.4 Share findings on a lesson you observed for a brief discussion.</p> <p>1.5 Share your experiences, including challenges faced during the delivery of Lesson 1. <i>E.g., Challenges Faced</i></p> <ul style="list-style-type: none"> • <i>Lack of co-operation on the part of tutors to attend PD sessions.</i> • <i>Unstable or no internet connectivity for online lessons.</i> <p>1.6 Read and discuss the introductory sections of Lesson 2, LOs and LIs in the course manual for EG, UP and JHS.</p> <p>1.7 Read the overview of Lesson 2 in the course manual for EG, UP and JHS, and identify the distinctive aspects.</p> <p><i>E.g., Distinctive aspects</i></p> <ul style="list-style-type: none"> • <i>Principles of Guidance and Counselling;</i> • <i>Types of Counselling;</i> • <i>Role of teachers and parents in Guidance and Counselling in schools (EG, UP, & JHS).</i> 	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to select an elbow partner to discuss the need for Lesson 2 and what it involves.</p> <p>2.2 Ask tutors to use think-pair-share to identify and discuss new concepts to be learned in Lesson 2 for EG, UP and JHS.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Principles of Guidance and Counselling;</i> • <i>Types of Counselling;</i> • <i>Role of teachers and parents in rendering Guidance and Counselling services in schools (EG, UP, & JHS).</i> <p>NB</p> <ul style="list-style-type: none"> • <i>Anticipate questions from tutors for clarification.</i> <i>E.g. What are some of the roles of parents in rendering guidance and counselling in schools (EG, UP and JHS)?</i> • <i>Guide tutors to discuss the possible answers to the anticipated questions, considering GESI, ICT, and 21C skills.</i> <p><i>Expected answers</i></p> <ul style="list-style-type: none"> • <i>As home educators, parents should provide basic care and guidance towards the good behaviour and development of children;</i> • <i>Parents should keep the school staff informed of their children’s progress and significant events</i> 	<p>2.1 Select an elbow partner to discuss the need for Lesson 2 and what it involves.</p> <p>2.2 Use think-pair-share to identify and discuss new concepts to be learned in Lesson 2 for EG, UP and JHS.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Principles of Guidance and Counselling;</i> • <i>Types of Counselling;</i> • <i>Role of teachers and parents in rendering Guidance and Counselling services in schools (EG, UP, & JHS).</i> 	<p>15 mins</p>
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	<p><i>that may affect the learning of their children;</i></p> <ul style="list-style-type: none"> • <i>Parents should help the school in teaching children proper attitudes like self-discipline, self-control, honesty, dignity, among other good moral values;</i> • <i>Parents should encourage and motivate their children to avail themselves of guidance services in schools.</i> <p>2.3 Ask tutors in mixed-gender groups (where applicable) to identify potential misconceptions and barriers to learning for student teachers and discuss how they could be addressed.</p> <p><i>E.g. of Misconceptions</i></p> <ul style="list-style-type: none"> • <i>Parents are not trained counsellors, so they have no business in offering Guidance and Counselling.</i> <p><i>E.g. of Barriers</i></p> <ul style="list-style-type: none"> • <i>Large class size;</i> • <i>weak prior knowledge of student teachers;</i> • <i>lack of appropriate resources,</i> • <i>lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students,</i> • <i>students not participating in online lessons;</i> 	<p>2.3 In your groups, identify potential misconceptions and barriers to learning for student teachers and discuss how they could be addressed.</p> <p><i>E.g. of Misconceptions</i></p> <ul style="list-style-type: none"> • <i>Parents are not trained counsellors, so they have no business in offering Guidance and Counselling.</i> <p><i>E.g. of Barriers</i></p> <ul style="list-style-type: none"> • <i>weak prior knowledge of student teachers;</i> • <i>lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students,</i> • <i>students not participating in online lessons;</i> • <i>inadequate contact time as a result of other</i> 	
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	<ul style="list-style-type: none"> • <i>inadequate contact time as a result of other official engagements of tutors.</i> <p>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.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Mixed-gender/mixed-ability group work and PowerPoint presentation;</i> • <i>Role-play and Simulation;</i> • <i>Reflective notes.</i> <p>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.</p> <p><i>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 in activities”.</i></p>	<p><i>official engagements of tutors.</i></p> <p>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.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Mixed-gender/mixed-ability group work and PowerPoint presentation;</i> • <i>Role play and Simulation;</i> • <i>Reflective notes.</i> <p>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.</p>	
<p>3. Planning for teaching, learning and assessment</p>	<p>3.1 Ask tutors in pairs to read and discuss the teaching and learning activities for Lesson 2,</p>	<p>3.1 Read and discuss the teaching and learning activities for Lesson 2, making sure student</p>	<p>40 mins</p>

<p>activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, such as action research, questioning, and other external reference 	<p>ensuring that student teachers with SEN are catered for; student teachers are actively involved; questions are evenly distributed to all categories of learners based on gender, ability, prior experiences of student teachers are utilised, etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).</p> <p>3.2 Ask tutors to select an elbow partner to read the suggested activities in the course manual for EG, UP and JHS, and identify areas that need clarification.</p> <p>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.</p> <p><i>E.g. of teaching and learning activities:</i></p> <ul style="list-style-type: none"> • <i>Reflections on the observed role of teachers and parents in the provision of guidance services in schools during STS will make student teachers appreciate the need for teachers and parents to contribute to the provision of guidance and counselling in schools and develop skills as reflective practitioners;</i> 	<p>teachers with SEN are catered for; student teachers are actively involved; questions are evenly distributed to all categories of learners based on gender, ability, prior experiences of student teachers are utilised, etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).</p> <p>3.2 Ask tutors to select an elbow partner to read the suggested activities in the course manual for EG, UP and JHS, and identify areas that need clarification.</p> <p>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.</p> <p><i>E.g. of teaching and learning activities:</i></p> <ul style="list-style-type: none"> • <i>Reflections on the observed role of teachers and parents in the provision of guidance services in schools during STS will make student teachers appreciate the need for teachers and parents to contribute to the provision of guidance and counselling in schools and develop skills as reflective practitioners;</i> 	
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<p>material: literature, on the web, Utube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● <i>Mixed-gender/mixed ability group work and PowerPoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT.</i> ● <i>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.</i> <p>3.4 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.</p> <p>3.5 Ask tutors in pairs to discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities.</p> <p><i>E.g. GESI Issues</i></p> <ul style="list-style-type: none"> ● <i>Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities;</i> ● <i>Females playing the role of males in a role play and vice versa (where applicable);</i> 	<ul style="list-style-type: none"> ● <i>Mixed-gender/mixed ability group work and PowerPoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT.</i> ● <i>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.</i> <p>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.</p> <p>3.5 In pairs, discuss how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities.</p> <p><i>E.g. GESI Issues</i></p> <ul style="list-style-type: none"> ● <i>Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities;</i> ● <i>Females playing the role of males in a role play (where applicable);</i> 	
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	<ul style="list-style-type: none"> • <i>Opportunities for both genders to be group leaders and secretaries; ICT Skills</i> • <i>Designing PowerPoint slides for individual and group presentations;</i> • <i>Using mobile phones and other handheld ICT tools to surf the internet for information</i> <i>21st Century Skills</i> • <i>Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i> <p>3.6 Ask tutors to read the assessment section for Lesson 2 in the course manual for EG, UP, and JHS and discuss how they align with the NTEAP.</p> <p><i>E. g.</i> Subject Project: <i>Mixed-gender or mixed-ability group PowerPoint presentation on principles of guidance and counselling.</i> Subject Portfolio: <i>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.</i> NB: <i>These two assessments could also be used to build student teachers' portfolios.</i></p>	<ul style="list-style-type: none"> • <i>Opportunities for both genders to be group leaders and secretaries; ICT Skills</i> • <i>Designing PowerPoint slides for individual and group presentations;</i> • <i>Using mobile phones and other handheld ICT tools to surf the internet for information;</i> <i>21st Century Skills</i> • <i>Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i> <p>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.</p> <p><i>E. g.</i> Subject Project: <i>Mixed-gender or mixed-ability group PowerPoint presentation on principles of guidance and counselling.</i> Subject Portfolio: <i>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.</i></p>	
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	<p>3.7 Ask tutors to brainstorm the ways that student teachers could be supported to build their subject portfolio.</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>Urging student teachers to file all their assignments with feedback in their folders;</i> • <i>Encouraging student teachers to take notes in class and file them.</i> <p>3.8 Ask tutors to identify the links to the existing PD Themes and YouTube links and discuss how they could be used.</p> <p>E.g.</p> <p><i>Make use of sign language experts, braille, tactile materials (where necessary)</i></p> <p><i>Refer to: Creative Approaches (Theme 1); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5).</i></p> <p><i>NB: Use the following links and others to download relevant YouTube videos for:</i></p> <p><i>Principles of Guidance and Counselling.</i></p> <p><i>https://www.youtube.com/watch?v=6z7qLFJWzyl</i></p> <p><i>https://www.youtube.com/watch?v=xJXIHlwdano</i></p> <p><i>Types of Counselling for learners in schools (EG, UP and JHS).</i></p> <p><i>https://www.youtube.com/watch?v=upKimhXBWVc</i></p> <p><i>https://www.youtube.com/watch?v=t4Az_rbWpuU</i></p>	<p>3.7 Brainstorm the various ways that student teachers could be supported to build their subject portfolio.</p> <p>E.g.</p> <ul style="list-style-type: none"> • <i>Urging student teachers to file all their assignments with feedback in their folders;</i> • <i>Encouraging student teachers to take notes in class and file them.</i> <p>3.8 Identify the links to the existing PD Themes and YouTube links and discuss how they could be used.</p> <p>E.g.</p> <p><i>Make use of sign language experts, braille, tactile materials (where necessary).</i></p> <p><i>Refer to: Creative Approaches (Theme 1); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5).</i></p> <p><i>NB: Use the following links and others to download relevant YouTube videos for:</i></p> <p><i>Principles of Guidance and Counselling</i></p> <p><i>https://www.youtube.com/watch?v=6z7qLFJWzyl</i></p> <p><i>https://www.youtube.com/watch?v=xJXIHlwdano</i></p> <p><i>Types of Counselling for learners in schools (EG, UP and JHS).</i></p> <p><i>https://www.youtube.com/watch?v=upKimhXBWVc</i></p> <p><i>https://www.youtube.com/watch?v=t4Az_rbWpuU</i></p>	
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	<p><i>Role of Teachers and Parents in guidance services in schools (EG. UP and JHS).</i> https://www.youtube.com/watch?v=iaY9D7BtvEI https://www.youtube.com/watch?v=iaY9D7BtvEI https://www.youtube.com/watch?v=p8mzwaD1Wgk</p> <p>3.9 Ask tutors to use think-pair-share to discuss the assessment strategies ('as', 'for' and 'of') to be used during lesson teaching.</p> <p>NB: <i>Continuous assessment activities such as quizzes, assignments, mixed-ability or mixed-gender group activities and presentations should be used for subject projects and build subject portfolios.</i></p> <p>3.10 Ask tutors in pairs to design a sample of assessment items in line with the LOs for Lesson 2 and share with members.</p>	<p><i>Role of Teachers and Parents in guidance services in schools (EG. UP and JHS).</i> https://www.youtube.com/watch?v=iaY9D7BtvEI https://www.youtube.com/watch?v=iaY9D7BtvEI https://www.youtube.com/watch?v=p8mzwaD1Wgk</p> <p>3.9 Use think-pair-share to discuss the assessment strategies ('as', 'for' and 'of') to be used during teaching of the lesson.</p> <p>NB: <i>Continuous assessment activities such as quizzes, assignments, mixed-ability or mixed-gender group activities and presentations should be used for subject projects and build subject portfolios.</i></p> <p>3.10 In pairs, design a sample of assessment items in line with the LOs for Lesson 2 and share with members.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to 	<p>4.1 Ask tutors to share their views on the key issues discussed during the PD session, taking into consideration the following, and make notes that will assist them to teach Lesson 2:</p> <ul style="list-style-type: none"> • clarity of content; • GESI; • ICT integration; • 21st Century Skills (NTS 1a, 3i) 	<p>4.1 Share your views on the key issues discussed during the PD session, taking into consideration the following, and make notes that will assist them to teach Lesson 2:</p> <ul style="list-style-type: none"> • clarity of content; • GESI; • ICT integration; • 21st Century Skills (NTS 1a, 3i) 	<p>15 mins</p>

<p>the lesson/s for clarification</p>	<p>4.2 Ask tutors to identify outstanding issues relating to Lesson 2 to be addressed or clarified.</p> <p><i>NB:</i></p> <ul style="list-style-type: none"> • <i>Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that:</i> - <i>Post outstanding issues on WhatsApp or Telegram platforms for discussion.</i> - <i>Ask tutors to undertake research on outstanding issues for discussion during the next PD session.</i> • <i>Remind tutors to make effective use of their teaching philosophy during in-class activities.</i> • <i>Encourage tutors to identify a critical friend to observe their lesson for discussion during the next PD session.</i> • <i>Encourage tutors to prepare for the next PD session by reading Lesson 3 and researching issues in the lesson.</i> 	<p>4.2 Point outstanding issues relating to Lesson 2 to be addressed or clarified.</p>	
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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 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 any distinctive 	<p>1.1 Welcome tutors and start the PD session with a relevant icebreaker.</p> <p>1.2 Ask tutors to share their views on how useful the previous PD session was to their delivery of Lesson 2.</p> <p>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. <i>(Collect a few examples for discussion)</i></p>	<p>1.1 Participate in the icebreaker to usher you into the PD session.</p> <p>1.2 Share your views on the importance of the previous PD session to the delivery of Lesson</p> <p>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.</p>	20 mins

<p>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</p>	<p>1.4 Invite a critical friend who observed the enactment of Lesson 2 to share findings for a brief discussion.</p> <p>1.5 Ask tutors to share their experiences, including challenges faced during the delivery of Lesson 2. <i>E.g., Challenges Faced</i></p> <ul style="list-style-type: none"> • <i>Lack of co-operation on the part of tutors to attend PD sessions.</i> • <i>Unstable or no internet connectivity for online lessons.</i> • <i>Some students do not patronise online lectures.</i> <p><i>NB: Note the challenges and lead tutors to address them.</i></p> <p>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.</p> <p>1.7 Ask tutors in pairs to read the overview of Lesson 3 and outline the distinctive aspects. <i>E.g., Distinctive aspects</i></p> <ul style="list-style-type: none"> • <i>Guidance services;</i> • <i>Importance of guidance services in schools (EG, UP and JHS);</i> • <i>Observation/experiences during STS on guidance services in schools (EG, UP and JHS).</i> 	<p>1.4 Share findings on your observation of the delivery of Lesson 2 for a brief discussion.</p> <p>1.5 Share your experiences, including challenges faced during the delivery of Lesson 2. <i>E.g., Challenges Faced</i></p> <ul style="list-style-type: none"> • <i>Lack of co-operation on the part of tutors to attend PD sessions.</i> • <i>Unstable or no internet connectivity for online lessons.</i> • <i>Some students do not patronise online lectures.</i> <p>1.6 Read and discuss the introductory sections of Lesson 3, including LOs and LIs in the course manual for EG, UP and JHS</p> <p>1.7 In pairs, read the overview of the content of Lesson 3 and outline the distinctive aspects. <i>E.g., Distinctive aspects</i></p> <ul style="list-style-type: none"> • <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> 	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to brainstorm the need for Lesson 3 and what it involves.</p> <p>2.2 Ask tutors to select an elbow partner to identify and discuss new concepts to be learned in Lesson 3 for EG, UP and JHS.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Meaning of guidance services;</i> • <i>Importance of guidance services in schools (EG, UP and JHS);</i> • <i>Shared observation and experiences during STS on guidance services in schools (EG, UP and JHS).</i> <p>NB</p> <ul style="list-style-type: none"> • <i>Anticipate questions from tutors for clarification. For E.g. Why are guidance services important in schools (EG, UP and JHS)?</i> • <i>Guide tutors to discuss the possible answers to the anticipated questions, considering GESI, ICT, and 21C skills.</i> <p><i>Expected answers</i></p> <ul style="list-style-type: none"> • <i>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;</i> 	<p>2.1 Brainstorm the need for Lesson 3 and what it involves.</p> <p>2.2 Select an elbow partner to identify and discuss new concepts to be learned in Lesson 3 for EG, UP and JHS.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Meaning of guidance and counselling;</i> • <i>Importance of guidance and counselling in schools (EG, UP and JHS);</i> • <i>Shared observation and experiences during STS on guidance services in schools (EG, UP and JHS).</i> 	<p>15 mins</p>
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	<ul style="list-style-type: none"> • <i>Provide support service aimed at helping all learners in EG, UP and JHS to discover and develop their psychological and vocational potentials in order to achieve an optimal level of personal happiness and social usefulness;</i> • <i>Help all learners in EG, UP, and JHS understand their abilities and interests, develop, and relate them to life goals.</i> <p>2.3 Ask tutors in mixed-gender groups (where applicable) to identify the potential barriers to learning for student teachers and discuss how they could be addressed.</p> <p><i>E.g. of Barriers</i></p> <ul style="list-style-type: none"> • <i>weak prior knowledge of student teachers;</i> • <i>lack of appropriate resources for teaching and learning;</i> • <i>lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students,</i> • <i>students not participating in online lessons;</i> • <i>inadequate contact time as a result of other official engagements of tutors.</i> 	<p>2.3 In your groups, identify the potential barriers to learning for student teachers and discuss how they could be addressed.</p> <p><i>E.g. of Barriers</i></p> <ul style="list-style-type: none"> • <i>weak prior knowledge of student teachers;</i> • <i>lack of appropriate resources for teaching and learning;</i> • <i>lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students;</i> • <i>students not participating in online lessons;</i> • <i>inadequate contact time as a result of other official engagements of tutors.</i> 	
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	<p>2.4 Ask tutors to use think-pair-share to identify the pedagogies to be used for teaching Lesson 3.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Mixed-ability group work</i> • <i>Mixed-ability group powerpoint presentation;</i> • <i>Individual project;</i> • <i>Writing reflective notes.</i> <p>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.</p> <p><i>E.g. of Teaching Philosophy</i> <i>“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”.</i></p>	<p>2.4 Use think-pair-share to identify the pedagogies to be used for teaching Lesson 3.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Mixed-ability group work</i> • <i>Mixed-ability group presentation;</i> • <i>Individual project;</i> • <i>Writing reflective notes.</i> <p>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.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification 	<p>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. (<i>Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c.</i>)</p>	<p>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, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c.</i>)</p>	<p>40 mins</p>

<ul style="list-style-type: none"> • 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 learning • Resources: <ul style="list-style-type: none"> ○ 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 used. <p>Consideration</p>	<p>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.</p> <p>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.</p> <p><i>E.g.of teaching and learning activities:</i></p> <ul style="list-style-type: none"> • <i>Mixed-ability group work and powerpoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT.</i> • <i>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 develop skills as reflective practitioners;</i> • <i>Individual projects will help develop inquiry skills and the digital literacy of student teachers.</i> <p>3.3 Ask tutors to brainstorm the practical ways student teachers could apply guidance services</p>	<p>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.</p> <p>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.</p> <p><i>E.g.of teaching and learning activities:</i></p> <ul style="list-style-type: none"> • <i>Mixed-ability group work and powerpoint presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, communication, and ICT.</i> • <i>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 develop skills as reflective practitioners;</i> • <i>Individual projects will help develop inquiry skills and the digital literacy of student teachers.</i> <p>3.3 Brainstorm Discuss the practical ways student teachers could apply guidance services as</p>	
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<p>needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>as student teachers during STS.</p> <p>3.4 Ask tutors in pairs to discuss and share ideas on how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities.</p> <p><i>E.g. GESI Issues</i></p> <ul style="list-style-type: none"> • <i>Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities;</i> • <i>Females playing the role of males in a role play and vice versa (where applicable);</i> • <i>Opportunities for both genders to be group leaders and secretaries; ICT Skills</i> • <i>Designing powerpoint slides for individual and group presentations;</i> • <i>Using mobile phones and other handheld ICT tools to surf the internet for information</i> • <i>21st Century Skills</i> • <i>Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i> <p>3.5 Ask tutors to read the assessment section for Lesson 3 in the course manual for EG, UP, and JHS and discuss how they align with the NTEAP.</p>	<p>student teachers during STS.</p> <p>3.4 In pairs, discuss and share ideas on how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities.</p> <p><i>E.g. GESI Issues</i></p> <ul style="list-style-type: none"> • <i>Involving all learners, including those with SEN, in undertaking leadership roles in class and group activities;</i> • <i>Females playing the role of males in a role play (where applicable);</i> • <i>Opportunities for both genders to be group leaders and secretaries; ICT Skills</i> • <i>Designing powerpoint slides for individual and group presentations;</i> • <i>Using mobile phones and other handheld ICT tools to surf the internet for information;</i> • <i>21st Century Skills</i> • <i>Assigning specific tasks to both genders (where applicable) in group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i> <p>3.5 Read the assessment section for Lesson 3 in the course manual for EG, UP, and JHS, and discuss how they align with the NTEAP.</p>	
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	<p><i>E. g.</i> Subject Project: <i>Mixed-ability group powerpoint presentation on guidance services.</i></p> <p>Subject Portfolio: <i>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.</i></p> <p>NB: <i>These two assessments could also be used to build student teachers' portfolios.</i></p> <p>3.6 Ask tutors to brainstorm the ways that student teachers could be supported to build their subject portfolio.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Urging student teachers to file all their assignments with feedback in their folders;</i> • <i>Encouraging student teachers to take notes in class and file them.</i> <p>3.7 Ask tutors to identify the links to the existing PD Themes and YouTube links and discuss how they could be used.</p> <p><i>E.g.</i> <i>Make use of sign language experts, braille, tactile materials (where necessary), mobile phones, etc.</i></p>	<p><i>E. g.</i> Subject Project: <i>Mixed-ability group powerpoint presentation on guidance services.</i></p> <p>Subject Portfolio: <i>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.</i></p> <p>3.6 Brainstorm the various ways that student teachers could be supported to build their subject portfolio.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Urging student teachers to file all their assignments with feedback in their folders;</i> • <i>Encouraging student teachers to take notes in class and file them.</i> <p>3.7 Identify the links to the existing PD Themes and YouTube links and discuss how they could be used.</p> <p><i>E.g.</i> <i>Make use of sign language experts, braille, tactile materials (where necessary), mobile phones, etc.</i></p>	
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	<p><i>Refer to: Creative Approaches (Theme 1); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5).</i></p> <p><i>NB: Use the following links and others to download relevant YouTube videos for:</i></p> <p><i>Guidance Services</i> https://www.youtube.com/watch?v=6z7qLFJWzyl https://www.youtube.com/watch?v=DYZabUTjPh8 <i>Importance of guidance services for learners in EG, UP and JHS</i> https://www.youtube.com/watch?v=JckK2nihDs</p> <p>3.8 Ask tutors to use think-pair-share to discuss the assessment strategies ('as', 'for' and 'of') to be used during teaching of Lesson 3.</p> <p>NB: <i>Continuous assessment activities such as quizzes, assignments, mixed-ability or mixed-gender group activities and presentations should be used for subject projects and build subject portfolios.</i></p> <p>3.9 Ask tutors in mixed-gender groups (where applicable) to design a sample of assessment items in line with the LOs for Lesson 3 and share with members.</p>	<p><i>Refer to: Creative Approaches (Theme 1); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5).</i></p> <p><i>NB: Use the following links and others to download relevant YouTube videos for:</i></p> <p><i>Guidance Services</i> https://www.youtube.com/watch?v=6z7qLFJWzyl https://www.youtube.com/watch?v=DYZabUTjPh8 <i>Importance of guidance services for learners in EG, UP and JHS</i> https://www.youtube.com/watch?v=JckK2nihDs</p> <p>3.8 Use think-pair-share to discuss the assessment strategies ('as', 'for' and 'of') to be used during Lesson 3.</p> <p>NB: <i>Continuous assessment activities such as quizzes, assignments, mixed-ability or mixed-gender group activities and presentations should be used for subject projects and build subject portfolios.</i></p> <p>3.9 In your groups, design a sample of assessment items in line with the LOs for Lesson 3 and share with members.</p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to share their views on the main issues discussed during the PD session by considering the following:</p> <ul style="list-style-type: none"> • clarity of content; • GESI; • ICT integration; • 21st Century Skills (NTS 1a, 3i) <p>4.2 Ask tutors to identify outstanding issues relating to Lesson 3 to be addressed or clarified.</p> <p><i>NB:</i></p> <ul style="list-style-type: none"> • <i>Take note of all outstanding issues that may need further research or consultation and use any of these two ways to achieve that:</i> <ul style="list-style-type: none"> - <i>Post outstanding issues on WhatsApp or Telegram platforms for discussion.</i> - <i>Ask tutors to undertake research on outstanding issues for discussion during the next PD session.</i> • <i>Remind tutors to make effective use of their teaching philosophy during in-class activities.</i> • <i>Encourage tutors to identify a critical friend to observe their lesson for discussion during the next PD session.</i> • <i>Encourage tutors to prepare for the next PD session by reading Lesson 4 and researching issues in the lesson.</i> 	<p>4.1 Share your views on the main issues discussed during the PD session by considering the following:</p> <ul style="list-style-type: none"> • clarity of content; • GESI; • ICT integration; • 21st Century Skills (NTS 1a, 3i) <p>4.2 Point outstanding issues relating to Lesson 3 to be addressed or clarified.</p>	<p>15 mins</p>
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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 4 in the Course Manual

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 any distinctive 	<p><i>Let any tutor share a joke or story as an ice breaker</i></p> <p>1.1 Ask critical friends (<i>preferably 2</i>) to share their findings and observation from the previous week's lessons for discussion.</p> <p>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 few examples for discussion</i>)</p>	<p>1.1 Share your findings and observation from the previous week's lesson(s)</p> <p>1.2 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.</p>	<p>20 min</p>

<p>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</p>	<p>1.3 Refer tutors to read (<i>in groups</i>) the introduction sections of the course up to the learning outcomes and indicators and share their thoughts with colleagues. <i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from this lesson compared with the preceding lesson?</i></p> <p>1.4 Lead tutors to read the overview of the lesson content to identify the distinctive features. <i>e.g. How different is the current lesson from the preceding week regarding LOs, LIs and content.</i> <i>NB: Prompt tutors to compare the differences within and between specialisms.</i></p>	<p>1.3 Read the introduction sections of the respective courses up to the learning outcomes and indicators and share your thoughts with colleagues. <i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from the lesson compared with the preceding lesson?</i></p> <p>1.4 Read the overview of each course's lesson(s) content to identify the distinctive features for discussion. <i>e.g. How different is the current lesson from the preceding week regarding the LOs, LIs and content.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 	<p>2.1 Ask tutors to study the subtopics in the lesson for each specialism and share their views/thoughts about the content. <i>e.g. Guide Tutors to establish whether the lesson content is the same/different for all specialism.</i> <i>NB: The content is the same for all the specialisms</i></p> <p>2.2 Engage Tutors to identify possible barriers to teaching the lesson. <i>e.g. (i) Student teachers may not be familiar with the</i></p>	<p>2.1 Study the subtopics in the lesson for each course in the respective specialisms and share your thoughts with colleagues.</p> <p>2.2 Identify some potential barriers to the teaching and learning of the lesson.</p>	<p>15 mins</p>

<p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>appropriate skills in communicating during guidance and counselling sessions.</i></p> <p><i>(ii) Counselling is only meant for “crazy” people</i></p> <p><i>(iii) Potential cultural differences in interpretation appropriate ways to communicate.</i></p> <p><i>(iv) Admitting that you need help and going for counselling means you are weak</i></p> <p>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.</p> <p><i>e.g. demonstrating the use of the various communication skills in a counselling session.</i></p> <p>2.4 Ask Tutors to tell how their teaching philosophy (ies) align with the suggested pedagogies</p>	<p>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.</p> <p>2.4 Tell how your teaching philosophy aligns with the suggested pedagogies.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may 	<p>3.1 Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p> <p><i>e.g. the lesson proposes the use of face to face, seminar and practicum.</i></p> <p>3.2 Facilitate the enactment of the practicum activity.</p>	<p>3.1 Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p> <p>3.2 Enact the practicum for teaching Communication Skills in Counselling</p>	<p>40 mins</p>

<p>require clarification</p> <ul style="list-style-type: none"> • 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 learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, Utube, physical resources, PowerPoint; how they should be 	<p><i>NB: One Tutor should volunteer to be the counsellor and the other(s), the client(s).</i></p> <p>3.3 Facilitate the discussion of the practicum activity on the lesson.</p> <p>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</p> <p><i>e.g. example, the use of practicum in teaching specific themes and strands in the Basic School Curriculum.</i></p> <p><i>NB: demonstration, play, role-play, drama and group work are some examples of teaching and learning activities suggested in the Basic School Curriculum</i></p> <p>3.5 Ask tutors to identify and illustrate how they can incorporate GESI, ICT and 21st-century skills in the teaching and learning activities</p> <p><i>e.g. (i) fairly distributing teaching and learning activities, tasks and roles to students with different abilities, genders and socio-economic characteristics (GESI)</i></p> <p><i>(ii) the use of YouTube and other web-based resources for teaching, learning and presentation of tasks such as PowerPoint</i></p>	<p><i>One Tutor should volunteer to be the counsellor and the other(s), the client(s).</i></p> <p>3.3 Discuss the enactment highlighting the good aspects and areas that need improvement</p> <p>3.4 Share any links between the suggested teaching-learning activities for the lesson and some of those in the Basic School Curriculum</p> <p><i>e.g. example, the use of practicum in teaching specific themes and strands in the Basic School Curriculum.</i></p> <p>3.5 Identify and illustrate opportunities to incorporate GESI, ICT and 21st-century skills in the teaching and learning activities.</p> <p><i>e.g. (i) fairly assigning teaching and learning tasks and roles to students with different abilities, genders and socio-economic characteristics (GESI)</i></p> <p><i>(ii) using simple technological tools to support teaching and learning, and (ICT) such as embedding relevant videos on the lesson in powerpoint</i></p>	
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<p>used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p><i>presentations and videos (ICT)</i></p> <p><i>(iii) Provide opportunities for individual and group works to foster some of the expected 21st-century skills such as critical thinking, communication and collaboration.</i></p> <p>3.4 Refer tutors to study the suggested assessments for the individual lesson and discuss the aspects <i>(as agreed on during the first PD session)</i> that form part of the subject portfolio and subject project as agreed <i>Please refer to the PD session for lesson 1.</i></p> <p>3.5 Refer tutors to the various PD themes <i>(manual or electronic)</i> and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s). <i>e.g. theme 4 (Group work – types such as mixed ability).</i></p> <p>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. <i>e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides</i></p>	<p><i>presentations, using smartphones to surf the internet for additional reading materials.</i></p> <p><i>(iii) using independent and group study opportunities (developing 21-century skills).</i></p> <p>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).</p> <p>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). <i>e.g. theme 4 (Group work – types such as mixed ability).</i></p> <p>3.6 Generate other resources that may be used to complement those suggested for specific lessons in the course manuals. <i>e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides</i></p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Lead tutors to identify critical friends to observe lesson(s) and report findings at the next session. <i>e.g. the strengths and weaknesses of the lesson(s) delivered.</i></p> <p>4.2 Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification.</p>	<p>4.1 Identify critical friends to observe your lesson(s) and report to at the next session.</p> <p>4.2 Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.</p>	<p>15 mins</p>
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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 5 in the Course Manual

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 any distinctive 	<p><i>Let any tutor share a joke or story as an ice breaker</i></p> <p>1.1 Ask critical friends (<i>preferably 2</i>) to share their findings and observation from the previous week's lesson for discussion.</p> <p>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 few examples for discussion</i>)</p>	<p>1.1 Share your findings and observations from the previous week's lesson.</p> <p>1.2 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.</p>	<p>20 mins</p>

<p>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</p>	<p>1.3 Refer tutors to read (<i>in groups</i>) the introduction sections of the course up to the learning outcomes and indicators and share their thoughts with colleagues.</p> <p><i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from this lesson compared with the preceding lesson?</i> <i>For instance, the previous lesson focused on Communication Skills in Counselling while this week's is focusing on Counselling Techniques for Behaviour Modification</i> <i>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).</i></p> <p>1.4 Lead tutors to read the overview of the lesson</p>	<p>1.3 In your respective groups, read the introduction sections of the respective courses up to the learning outcomes and indicators and share your thoughts with colleagues.</p> <p><i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from the lesson compared with the preceding lesson?</i></p> <p>1.4 Read the overview of each course's lesson(s)</p>	
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	<p>content to identify the distinctive features.</p> <p><i>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.</i></p> <p>1.5 Facilitate the discussion of the LOs and LIs for the previous and present lesson noting their distinctiveness.</p>	<p>content to identify the distinctive features for discussion.</p> <p><i>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.</i></p> <p>1.5 Read the Los and Lis of the 4th and 5th lessons and share your thoughts about differences in competencies required of learners.</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to study the subtopics for the lesson and share their views/thoughts about the content. <i>e.g. Guide Tutors to establish whether the lesson content is the same/different for all specialisms.</i></p> <p><i>NB: The content and teaching activities are the same for all the specialisms</i></p> <p>2.2 Engage Tutors to identify possible barriers to teaching the lesson. <i>e.g. Student teachers may not be familiar with the appropriate skills in communicating during guidance and counselling sessions.</i></p> <p><i>Potential cultural differences in interpreting appropriate ways to communicate.</i></p> <p><i>Potential internet challenges.</i></p>	<p>2.1 Carefully study the subtopics for the lesson for each specialism and share your thoughts with colleagues.</p> <p><i>NB: Establish whether there are differences or not in the content and teaching activities for all specialisms.</i></p> <p>2.2 Identify some potential barriers to the teaching and learning of the lesson.</p>	15 mins

	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.	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 	<p>3.1 Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions. <i>e.g. the lesson proposes the use of face to face, seminar and practicum.</i></p> <p>3.2 Facilitate the enactment of the practicum activity for the lesson. <i>NB: One Tutor should volunteer to be the counsellor and the other(s), the client(s).</i></p> <p>3.3 Facilitate the discussion of the practicum activity on Counselling Techniques for Behaviour Modification</p> <p>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 <i>e.g. example, the use of practicum in teaching specific themes and strands in the Basic School Curriculum.</i> <i>NB: demonstration, play, role-play, drama and group</i></p>	<p>3.1 Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions. NB:</p> <p>3.2 Enact the Counselling Techniques for Behaviour Modification <i>One Tutor should volunteer to be the counsellor and the other(s), the client(s).</i></p> <p>3.3 Discuss the enactment highlighting the good and challenging aspects for discussion.</p> <p>3.4 Share any links between the suggested teaching-learning activities for the lesson and some of those in the Basic School Curriculum <i>e.g. example, the use of practicum in teaching specific themes and strands in the Basic School Curriculum.</i></p>	40 mins

<p>assessment to support student teacher learning</p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, such as action research, questioning, and other external reference 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 	<p><i>work are some examples of teaching and learning activities suggested in the Basic School Curriculum</i></p> <p>3.5 Ask tutors to identify and illustrate how they can incorporate GESI, ICT and 21st-century skills in the teaching and learning activities</p> <p><i>e.g.</i> <i>(i) fairly distributing teaching and learning activities, tasks and roles to students with different abilities, genders and socio-economic characteristics (GESI)</i> <i>(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 internet for additional reading materials(ICT).</i> <i>(iii) Provide opportunities for individual and group works to foster some of the expected 21st-century skills such as critical thinking, communication and collaboration.</i></p> <p>3.4 Refer tutors to study the suggested assessments for the individual lesson and discuss the aspects <i>(as agreed on during the first PD session)</i> that form part of the subject portfolio and subject project as agreed <i>Please refer to the PD session for lesson 1.</i></p>	<p>3.5 Identify and illustrate opportunities to incorporate GESI, ICT and 21st-century skills in the teaching and learning activities.</p> <p><i>e.g.</i> <i>(i) fairly assigning teaching and learning tasks and roles to students with different abilities, genders and socio-economic characteristics (GESI)</i> <i>(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 internet for additional reading materials.</i> <i>(iii) using independent and group study opportunities (developing 21-century skills).</i></p> <p>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).</p>	
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	<p>3.5 Refer tutors to the various PD themes (<i>manual or electronic</i>) and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s).</p> <p><i>e.g. theme 4 (Group work – types such as mixed ability). Theme 5: Teaching and learning materials (books, videos, web-based resources)</i></p> <p>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.</p> <p><i>e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides</i></p>	<p>3.5 Refer to the various PD themes (<i>manual or electronic</i>) and identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s).</p> <p><i>e.g. theme 4 (Group work – types such as mixed ability). theme 5: Teaching and learning materials (books, videos, web-based resources)</i></p> <p>3.6 Generate other resources that may be used to complement those suggested for specific lessons in the course manuals.</p> <p><i>e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides</i></p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> 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 	<p>4.1 Lead tutors to identify critical friends to observe lesson(s) and report findings at the next session.</p> <p><i>e.g. the strengths and weaknesses of the lesson(s) delivered.</i></p> <p>4.2 Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification.</p>	<p>4.1 Identify critical friends to observe your lesson(s) and report to at the next session.</p> <p>4.2 Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.</p>	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

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 any distinctive 	<p><i>Let any tutor share a joke or story as an ice breaker</i></p> <p>1.1 Ask critical friends (<i>preferably 2</i>) to share their findings and observation from the previous week's lesson for discussion.</p> <p>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 discussion</i>)</p> <p>1.3 Refer tutors to read (<i>in groups</i>) the introduction sections of the course</p>	<p>1.1 Share your findings and observations from the previous week's lesson.</p> <p>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.</p> <p>1.3 In your respective groups, read the introduction sections of</p>	<p>20 mins</p>

<p>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</p>	<p>up to the learning outcomes and indicators and share their thoughts with colleagues.</p> <p><i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from this lesson compared with the preceding lesson? For instance, in the previous lesson 5, 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</i></p> <p>1.4 Lead tutors to read the overview of the lesson content to identify the distinctive features. <i>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.</i></p>	<p>the respective courses up to the learning outcomes and indicators and share your thoughts with colleagues.</p> <p><i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from the lesson compared with the preceding lesson?</i></p> <p>1.4 Read the overview of each course's lesson(s) content to identify the distinctive features for discussion.</p>	
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	<p>1.5 Facilitate the discussion of the LOs and LIs for the previous and present lesson noting their distinctiveness.</p> <p><i>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</i></p>	<p>1.5 Read the LOs and LIs of the 5th and 6th lessons and share your thoughts about differences in competencies required of learners.</p> <p><i>e.g. How different is the current lesson from the preceding week regarding the LOs, LIs, and content.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to study the subtopics for the lesson and share their views/thoughts about the content. <i>e.g. Guide Tutors to establish whether the lesson content is the same/different for all specialisms.</i></p> <p><i>NB: The content and teaching activities are the same for all the specialisms</i></p> <p>2.2 Engage Tutors to identify possible barriers to teaching the lesson.</p> <p><i>e.g.</i> <i>(i)Tutors might not be aware of how to use creative approaches in counselling learners.</i> <i>(ii) Potential internet challenges for use to support teaching activities.</i></p> <p>2.3 Ask tutors to study the suggested pedagogies for teaching the lesson(s) and note down</p>	<p>2.1 Carefully study the subtopics for the lesson for each specialism and share your thoughts with colleagues.</p> <p><i>NB: Establish whether there are differences or not in the content and teaching activities for all specialisms.</i></p> <p>2.2 Identify some potential barriers to the teaching and learning of the lesson.</p> <p>2.3 Study the suggested pedagogies for teaching the lesson and note down those you are not</p>	15 mins

	those they are not conversant with for whole group discussion and clarification.	conversant with for whole group discussion and clarification.	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: 	<p>3.1 Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p> <p><i>e.g. the lesson proposes the use of practicum, independent and group study as teaching activities.</i></p> <p>3.2 Facilitate the enactment of the practicum activity for the lesson.</p> <p><i>NB: One Tutor should volunteer to be the counsellor and the other(s), the client(s).</i></p> <p>3.3 Facilitate the discussion of the practicum activity on Counselling Techniques for Behaviour Modification</p> <p>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</p> <p><i>e.g. example, the use of independent and group work in teaching specific themes and strands in the Basic School Curriculum.</i></p> <p><i>NB: demonstration, play, role-play, drama and group work are some examples of teaching and learning activities suggested in the Basic School Curriculum</i></p>	<p>3.1 Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p> <p>3.2 Enact the Counselling Techniques for Behaviour Modification</p> <p><i>One Tutor should volunteer to be the counsellor and the other(s), the client(s).</i></p> <p>3.3 Discuss the enactment of the practicum, highlighting the good and challenging aspects for discussion.</p> <p>3.4 Share any links between the suggested teaching-learning activities for the lesson and some of those in the Basic School Curriculum</p> <p><i>e.g. example, the use of independent and group work in teaching specific themes and strands in the Basic School Curriculum.</i></p>	40 mins

<ul style="list-style-type: none"> ○ links to the existing PD Themes, such as action research, questioning, and other external reference 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 	<p>3.5 Ask tutors to identify and illustrate how they can incorporate GESI, ICT and 21st-century skills in the teaching and learning activities <i>e.g. (i) fairly distributing teaching and learning activities, tasks and roles to students with different abilities, genders and socio-economic characteristics (GESI)</i> <i>(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 internet for additional reading materials(ICT).</i></p> <p><i>(iii) Provide opportunities for individual and group works to foster some of the expected 21st-century skills such as critical thinking, communication and collaboration.</i></p> <p>3.4 Refer tutors to study the suggested assessments for the individual lesson and discuss the aspects <i>(as agreed on during the first PD session)</i> that form part of the subject portfolio and subject project as agreed <i>Please refer to the PD session for lesson 1.</i></p> <p>3.5 Refer tutors to the various PD themes <i>(manual or electronic)</i></p>	<p>3.5 Identify and illustrate opportunities to incorporate GESI, ICT and 21st-century skills in the teaching and learning activities. <i>e.g. (i) fairly assigning teaching and learning tasks and roles to students with different abilities, genders and socio-economic characteristics (GESI)</i> <i>(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 internet for additional reading materials.</i></p> <p><i>(iii) using independent and group study opportunities (developing 21-century skills).</i></p> <p>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).</p> <p>3.5 Refer to the various PD themes <i>(manual or electronic)</i> and identify</p>	
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	<p>and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s).</p> <p><i>e.g. theme 4 (Group work – types such as mixed ability). Theme 5: Teaching and learning materials (books, videos, web-based resources)</i></p> <p>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.</p> <p><i>e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides</i></p>	<p>the links between them and the suggested teaching and learning strategies and activities for the lesson(s).</p> <p><i>e.g. theme 4 (Group work – types such as mixed ability). theme 5: Teaching and learning materials (books, videos, web-based resources)</i></p> <p>3.6 Generate other resources that may be used to complement those suggested for specific lessons in the course manuals.</p> <p><i>e.g. specific YouTube materials or links on the lesson, textbook materials or PowerPoint slides</i></p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Lead tutors to identify critical friends to observe lesson(s) and report findings at the next session.</p> <p><i>e.g. the strengths and weaknesses of the lesson(s) delivered.</i></p> <p>4.2 Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification.</p>	<p>4.1 Identify critical friends to observe your lesson(s) and report to at the next session.</p> <p>4.2 Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.</p>	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

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 any distinctive 	<p>1.1 Welcome tutors to PD session 7, state your teaching philosophy and ask tutors to state theirs individually.</p> <p>1.2 Ask one or two tutors to share their experiences on lesson 6 for discussion by the group. <i>NB: If tutors talk about the challenges they faced in teaching lesson 6, let them explain how they dealt with them.</i></p> <p>1.3 Ask tutors to tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the</p>	<p>1.1 You are welcome tutors to PD session 7. State your teaching philosophy.</p> <p>1.2 Share your experiences on the teaching of lesson 6.</p> <p>1.3 Tell how students will be prepared to employ relevant teaching, learning and assessment strategies during the basic school classroom</p>	20 mins

<p>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</p>	<p>basic school classroom work in STS in year 4 semester 1. (<i>Collect a few examples for discussion</i>)</p> <p>1.4 Let tutors read the title, lesson description, learning outcomes and indicators for lesson 7 in their course manuals.</p> <p>1.5 Using shower thoughts, ask tutors to suggest the prior learning required for the learning of lesson 7.</p> <p><i>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.</i></p> <p>1.6 Ask tutors to identify and discuss the distinctive features of lesson 7.</p> <p><i>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 interventions.</i></p>	<p>work in STS in year 4 semester 1.</p> <p>1.4 Read the title, lesson description, learning outcomes and indicators for lesson 7 in your course manuals.</p> <p>1.5 Suggest the prior learning that is required for the learning of lesson 7.</p> <p><i>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.</i></p> <p>1.6 Identify and discuss the distinctive features of lesson 7.</p> <p><i>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 interventions.</i></p>	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Provide tutors with flip charts and in their grade level groups, ask them to list the key concepts to be developed in lesson 7.</p> <p><i>Examples of the key concepts in lesson 7 are: Meaning of assessment inventories, types of assessment inventories (career inventory, personality inventory, study habit inventory, learning styles inventory), and creative approaches in counselling.</i></p> <p>2.2 Ask tutors to individually share their understanding of each of the assessment inventories with their elbow partners.</p> <p>2.3 Let them surf the internet for the meaning of the concepts they may not understand.</p> <p>2.4 Lead a whole group discussion to discuss the potential misconceptions and barriers associated with teaching and learning the key concepts in lesson 7.</p> <p><i>E. g. Misconception: Everybody can use and interpret data generated by the assessment inventories. NB: Using the assessment inventories well requires training.</i></p>	<p>2.1 On your flip charts and in your grade level groups list the key concepts to be developed in lesson 7.</p> <p><i>Examples of the key concepts in lesson 7 are: Meaning of assessment inventories, types of assessment inventories (career inventory, personality inventory, study habit inventory, learning styles inventory), and creative approaches in counselling.</i></p> <p>2.2 Individually share your understanding of each of the assessment inventories with your elbow partner.</p> <p>2.3 Surf the internet for the meaning of the concepts you do not understand.</p> <p>2.4 Discuss the potential misconceptions and barriers that may be associated with the teaching and learning of the key concepts in lesson 7.</p> <p><i>E. g. Misconception: Everybody can use and interpret data generated by the assessment inventories. NB: Using the assessment inventories well requires training.</i></p>	<p>15 mins</p>
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	<i>Barrier:</i> Student teachers would not have had the experience of counselling learners.	<i>Barrier:</i> Student teachers would not have had the experience of counselling learners.	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: 	<p>3.1 Using Think Pair Share, let tutors identify the most appropriate teaching and learning activities that can be used to teach the concepts in lesson 7.</p> <p>3.2 Ask tutors to explain how their suggested teaching and learning activities align with their teaching philosophies.</p> <p>3.3 Ask tutors to read the course manual's teaching and learning activities section and discuss the suggested activities.</p> <p><i>E. g. Using a practical activity to allow students to use the assessment inventories to collect data and interpret it in counselling.</i></p> <p>3.4 Ask tutors to discuss in their grade level groups how the different activities can lead to the achievement of the LOs and the LIs specified in the course manual for lesson 7.</p> <p><i>E. g. Using a practical activity to allow students to use the assessment inventories to collect data and interpret it</i></p>	<p>3.1 In your pairs, identify the most appropriate teaching and learning activities that can be used to teach the concepts in lesson 7.</p> <p>3.2 Explain how the teaching and learning activities you suggested align with your teaching philosophies.</p> <p>3.3 Read the teaching and learning activities section of the course manual and discuss the suggested activities.</p> <p><i>E. g. Using a practical activity to allow students to use the assessment inventories to collect data and interpret it in counselling.</i></p> <p>3.4 Discuss in your grade level groups how the different activities can lead to the achievement of the LOs and the LIs specified in the course manual for lesson 7.</p> <p><i>E. g. Using a practical activity to allow students to use the assessment inventories to collect data and interpret it</i></p>	40 mins

<ul style="list-style-type: none"> ○ 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 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 	<p><i>will lead to the achievement of CLO 3 and its LIs as stipulated in (NTS 1b, 1f, 1g, 2f).</i></p> <p>3.5 Lead a large group discussion on how lesson 7 can be applied by trainee teachers during STS.</p> <p><i>E. g.: Trainee teachers can apply knowledge gained in lesson 7 during STS by identifying Early Grade, Upper Primary and JHS learners with SEN and providing some basic guidance and counselling services to make their learning experiences more meaningful.</i></p> <p>3.6 Ask tutors to explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curriculum.</p> <p><i>E. g. Lesson 7 will equip trainee teachers with the skill to use assessment inventories to collect, analyse, and interpret basic school pupils' career interests or personalities for counselling.</i></p> <p>3.7 Allow tutors to identify aspects of lesson 7 whose teaching may pose a challenge to them.</p> <p><i>E. g. Interpreting data gathered with the assessment inventories may</i></p>	<p><i>will lead to the achievement of CLO 3 and its LIs as stipulated in (NTS 1b, 1f, 1g, 2f).</i></p> <p>3.5 Discuss how lesson 7 can be applied by trainee teachers during STS.</p> <p><i>E. g.: Trainee teachers can apply knowledge gained in lesson 7 during STS by identifying Early Grade, Upper Primary and JHS learners with SEN and providing some basic guidance and counselling services to make their learning experiences more meaningful.</i></p> <p>3.6 Explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curriculum.</p> <p><i>E. g. Lesson 7 will equip trainee teachers with the skill to use assessment inventories to collect, analyse, and interpret basic school pupils' career interests or personalities for counselling.</i></p> <p>3.7 Identify aspects of lesson 7 whose teaching may pose a challenge to you.</p> <p><i>E. g. Interpreting data gathered with the assessment inventories may</i></p>	
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	<p><i>be a challenge for the non-guidance professional.</i></p> <p><i>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).</i></p> <p>3.8 Ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated into lesson 7.</p> <p><i>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.</i></p> <p><i>ICT Skills & 21st C Skills— asking trainees to surf the internet for the meaning and uses of the assessment inventories will promote their ICT and 21st-century skills.</i></p> <p>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.</p> <p><i>E. g. Group presentations during lessons and presentation of individual reflections will</i></p>	<p><i>be a challenge for the non-guidance professional.</i></p> <p><i>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).</i></p> <p>3.8 Discuss in your grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated into lesson 7.</p> <p><i>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.</i></p> <p><i>ICT Skills & 21st C Skills— asking trainees to surf the internet for the meaning and uses of the assessment inventories will promote their ICT and 21st-century skills.</i></p> <p>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.</p> <p><i>E. g. Group presentations during lessons and presentation of individual reflections will</i></p>	
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	<p><i>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.</i></p> <p>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.</p> <p><i>NB: Let each pair share their findings with the larger group.</i></p> <p>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.</p> <p><i>NB: Suggested resources for teaching lesson 7 are mobile phones, manila cards, markers, videos from YouTube, projectors, etc.</i></p> <p>3.12 Let individual tutors prepare and present a plan for teaching lesson 7 in the course manual.</p> <p><i>NB: Let them show their plans to their elbow partners.</i></p>	<p><i>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.</i></p> <p>3.10 In pairs and on your stick-on sheets suggest instructional resources that can be used to teach lesson 7.</p> <p><i>NB: Each pair will share their findings with the larger group.</i></p> <p>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.</p> <p><i>NB: Suggested resources for teaching lesson 7 are mobile phones, manila cards, markers, videos from YouTube, projectors, etc.</i></p> <p>3.12 Individually prepare and present a plan of how you would teach lesson 7 in the course manual.</p> <p><i>NB: Show your plans to your elbow partners.</i></p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Let tutors recap the salient points in the PD session and ask them if they have any issues they would like to clarify.</p> <p><i>NB: If you cannot assist, refer tutors to the SL or the SWL for assistance.</i></p> <p>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.</p> <p>4.3 Encourage tutors to allow critical friends to observe their lessons and provide them with feedback for improvement.</p> <p>4.4 Ask tutors to prepare in advance for lesson 8 and PD session 8 by reading the PD and course manuals.</p>	<p>4.1 Recap the salient points in today's PD session. Are there any unresolved issues?</p> <p>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.</p> <p>4.3 Endeavour to allow a critical friend to observe your lesson and provide you with feedback for improvement.</p> <p>4.4 Prepare in advance for lesson 8 and PD session 8 by reading the PD and course manuals.</p>	<p>15 mins</p>
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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 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Start the session by stating your teaching philosophy and asking tutors to state theirs too individually.</p> <p><i>NB: The repetition of the teaching philosophy is to prepare trainee teachers to do the same during their Year 4 extended teaching practice.</i></p> <p>1.2 Ask tutors to individually share with their grade level colleagues their experiences and concerns (if any) in teaching lesson 7.</p>	<p>1.1 State your teaching philosophy.</p> <p><i>NB: The repetition of the teaching philosophy is to prepare trainee teachers to do the same during their Year 4 extended teaching practice.</i></p> <p>1.2 Individually, share with your grade level colleagues your experiences and concerns (if any) in teaching lesson 7.</p>	20 mins

<p>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</p>	<p><i>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).</i></p> <p>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. <i>(Collect a few examples for discussion)</i></p> <p>1.4 In their groups, let tutors read the lesson title, lesson description, learning outcomes and indicators for lesson 8.</p> <p><i>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.</i></p> <p>1.5 Give tutors sheets of paper and ask them to write the distinctive features of lesson 8 for</p>	<p>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.</p> <p>1.4 In your grade level groups, read the lesson title, lesson description, learning outcomes and indicators for lesson 8.</p> <p><i>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.</i></p> <p>1.5 On your sheets of paper, write the distinctive features of lesson 8 for discussion</p>	
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	<p>discussion in their grade-level groups.</p> <p><i>NB: The distinctive features of lesson 8 are:</i></p> <ul style="list-style-type: none"> • <i>Idiographic Assessment</i> • <i>Unique and general characteristics of counsellors of Learners with SEN</i> • <i>Parent counselling and guidance services for learners with SEN</i> <p>1.5 Ask tutors to identify and discuss prior learning that is needed for lesson 8.</p> <p><i>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.</i></p>	<p>in your grade-level groups.</p> <p><i>NB: The distinctive features of lesson 8 are:</i></p> <ul style="list-style-type: none"> • <i>Idiographic Assessment</i> • <i>Unique and general characteristics of counsellors of Learners with SEN</i> • <i>Parent counselling and guidance services for learners with SEN</i> <p>1.5 Identify and discuss prior learning that is needed for lesson 8.</p> <p><i>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.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p><i>NB: The fundamental concepts in lesson 8 are:</i></p> <ul style="list-style-type: none"> • <i>Idiographic Assessment</i> • <i>Unique characteristics of counsellors of learners with SEN</i> • <i>General characteristics of</i> 	<p>2.1 On your flip charts, list and discuss in your grade level groups the key concepts to be developed in lesson 8.</p> <p><i>NB: The key concepts in lesson 8 are:</i></p> <ul style="list-style-type: none"> • <i>Idiographic Assessment</i> • <i>Unique characteristics of counsellors of learners with SEN</i> • <i>General characteristics of</i> 	15 mins

<p>explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>counsellors of learners with SEN</p> <ul style="list-style-type: none"> • Parent counselling and guidance services for learners with SEN <p>2.2 In their grade-level groups, ask tutors to discuss the key concepts they identified.</p> <p><i>NB: They can look for additional information on the internet using their computers and handheld devices (phones and tablets).</i></p> <p>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.</p> <p><i>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.</i></p> <p><i>Possible Barriers Student teachers may have some misconceptions about learners with SEN and the learner difficulties they face.</i></p>	<p>counsellors of learners with SEN</p> <ul style="list-style-type: none"> • Parent counselling and guidance services for learners with SEN <p>2.2 In your grade level groups, discuss the key concepts you identified.</p> <p><i>NB: You can look for additional information on the internet using your computers and handheld devices (phones and tablets).</i></p> <p>2.3 Using the pyramid discussion technique, discuss the potential misconceptions and barriers that can hamper the successful teaching and learning of lesson 8.</p> <p><i>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.</i></p> <p><i>Possible Barriers Student teachers may have some misconceptions about learners with SEN and the learner difficulties they face.</i></p>	
<p>3. Planning for teaching, learning and</p>	<p>3.1 Refer tutors to the teaching and learning activities section in their</p>	<p>3.1 Refer to the teaching and learning activities section in your course</p>	<p>40 mins</p>

<p>assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other 	<p>course manuals to read the suggested activities and discuss them.</p> <p>3.2 Using shower thoughts, ask tutors to discuss the appropriateness of the suggested activities to promote GESI responsiveness and opportunities to develop ICT and 21st Century skills.</p> <p><i>E. g. Creativity and innovation: Planning for and implementing a role play.</i> <i>Digital literacy: using their mobile devices to search for information.</i> <i>Communication skills: through critiquing and presentations.</i> <i>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</i></p> <p>3.3 Using the “Find someone who can...” strategy, let tutors suggest additional teaching strategies that can be used to explain the concepts in lesson 8 to trainee teachers.</p> <p>3.4 Let tutors discuss how the suggested activities can lead to the achievement of the LOs and the LIs specified in the course manuals for lesson 8.</p>	<p>manuals, read the suggested activities, and discuss them.</p> <p>3.2 Using shower thoughts, discuss the appropriateness of the suggested activities to promote GESI responsiveness and opportunities to develop ICT and 21st Century skills.</p> <p><i>E. g. Creativity and innovation: Planning for and implementing a role play.</i> <i>Digital literacy: using their mobile devices to search for information.</i> <i>Communication skills: through critiquing and presentations.</i> <i>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</i></p> <p>3.3 Find someone who can suggest additional teaching strategies that can be used to explain the concepts in lesson 8 to trainee teachers.</p> <p>3.4 Discuss how the suggested activities can lead to the achievement of the LOs and the LIs specified in the course manuals for lesson 8.</p>	
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<p>external reference material: literature, on web, Utube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p><i>E. g. Using Think Pair Share and Talk for Learning approaches would lead to the achievement of the LO and its corresponding LI.</i></p> <p>3.5 Let tutors explain how knowledge gained from lesson 8 can be used to deliver the Basic School Curriculum in their grade-level groups.</p> <p><i>E. g. Knowledge gained from lesson 8 will equip student teachers with a wide array of strategies and interventions for removing barriers or addressing the learning needs of Early Grade, Upper Primary and JHS learners with SEN to help promote their learning.</i></p> <p>3.6 Using questioning, find out from tutors how useful lesson 8 can be to trainee teachers during STS.</p> <p><i>E. g. Student teachers will explain cognitive restructuring and assertive training, modelling, systematic desensitisation and relaxation as counselling techniques and demonstrate how they are used during STS.</i></p> <p>3.7 Ask tutors if any aspect of lesson 8 is unclear and they want clarification. <i>NB: Help clarify tutors' concerns.</i></p>	<p><i>E. g. Using Think Pair Share and Talk for Learning approaches would lead to the achievement of the LO and its corresponding LI.</i></p> <p>3.5 Explain how knowledge gained from lesson 8 can be used to deliver the Basic School Curriculum in your grade-level groups.</p> <p><i>E. g. Knowledge gained from lesson 8 will equip student teachers with a wide array of strategies and interventions for removing barriers or addressing the learning needs of Early Grade, Upper Primary and JHS learners with SEN to help promote their learning.</i></p> <p>3.6 How useful is lesson 8 to trainee teachers during STS?</p> <p><i>E. g. Student teachers will explain cognitive restructuring and assertive training, modelling, systematic desensitisation and relaxation as counselling techniques and demonstrate how they are used during STS.</i></p> <p>3.7 Are there any aspects of lesson 8 that are unclear, and you want clarifications on it?</p>	
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	<p>3.8 Let tutors discuss in their grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated into lesson 8.</p> <p><i>E. g. GESI— using gender-friendly language, using mixed-gender or mixed ability groupings.</i> <i>ICT Skills— organising seminar presentations for trainee teachers.</i> <i>21st C Skills— organising group work presentations and seminars.</i></p> <p>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.</p> <p><i>E. g. In-lesson assessment: Group presentations during lessons and peer assessments and comments address CLO 3, the LO for lesson 8.</i> <i>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%)</i> <i>Child study report on learners with school-related problems 15% address NTS 1d, 1e, 3b, c and f.</i></p>	<p>3.8 Discuss in your grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated into lesson 8.</p> <p><i>E. g. GESI— using gender-friendly language, using mixed-gender or mixed ability groupings.</i> <i>ICT Skills— organising seminar presentations for trainee teachers.</i> <i>21st C Skills— organising group work presentations and seminars.</i></p> <p>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.</p> <p><i>E. g. In-lesson assessment: Group presentations during lessons and peer assessments and comments address CLO 3, the LO for lesson 8.</i> <i>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%)</i> <i>Child study report on learners with school-related problems 15% address NTS 1d, 1e, 3b, c and f.</i></p>	
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	<p>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.</p> <p>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.</p> <p><i>E. g.</i></p> <ul style="list-style-type: none"> • <i>Transforming Teacher Education and Learning (2016). Teaching and learning materials: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)</i> • <i>Mobile phones</i> • <i>Laptops</i> • <i>Videos</i> • <i>Animations and pictures from YouTube.</i> <p>3.12 Let each grade level group appoint one volunteer to demonstrate how they would teach an aspect of lesson 8.</p>	<p>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.</p> <p>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.</p> <p><i>E. g.</i></p> <ul style="list-style-type: none"> • <i>Transforming Teacher Education and Learning (2016). Teaching and learning materials: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org)</i> • <i>Mobile phones</i> • <i>Laptops</i> • <i>Videos</i> • <i>Animations and pictures from YouTube.</i> <p>3.12 Each grade level group should appoint one volunteer to demonstrate how to teach an aspect of lesson 8.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Summarise the session by emphasising that:</p>	<p>4.1 In today's PD session, we have said that:</p>	<p>15 mins</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. <p>4.2 Ask tutors if they have any unresolved issues and clarify them.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. <p>4.2 Do you have any unresolved issues and want clarifications?</p> <p>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.</p>	
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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 9 in the Course Manual

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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 few examples for discussion)</i></p>	<p>1.1 Share how useful PD session 8 was and how it influenced your teaching of lesson 8 in the course manual.</p> <p>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.</p>	<p>20 mins</p>

<p>identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>NB: Write the heading for each grade level on the flip chart/board.</i></p> <p>1.3 Ask tutors to read and discuss the introductory section of lesson 9 in the course manual, including the learning outcomes (LOs) in phase groups.</p> <p><i>NB: The lesson topic for Lesson 9 Early Grade, Upper Primary and JHS is Counselling Learners with Special Needs II</i></p> <p>1.4 Ask tutors to write down in their grade level groups the distinctive aspects of lesson 9 for Early Grade, Upper Primary and JHS and discuss them with their elbow partners in their phase groups.</p> <p><i>E. g.</i></p> <ul style="list-style-type: none"> • <i>Ethical issues in counselling</i> Early Grade, Upper Primary and JHS learners with SEN • Creating a safe counselling environment for Early Grade, Upper Primary and JHS learners with SEN <p>1.5 Find out from tutors prior learning that is necessary for learning lesson 9.</p>	<p>1.3 Read and discuss the introductory section of lesson 9 in the course manual, including the learning outcomes (LOs) in phase groups.</p> <p><i>NB: The lesson topic for lesson 9 Early Grade, Upper Primary and JHS is: Counselling Learners with Special Needs II</i></p> <p>1.4 In your grade level groups, write down the distinctive aspects of lesson 9 for Early Grade, Upper Primary and JHS and discuss them with your elbow partner in your phase groups.</p> <p><i>E. g.</i></p> <ul style="list-style-type: none"> • <i>Ethical issues in counselling</i> Early Grade, Upper Primary and JHS learners with SEN • Creating a safe counselling environment for Early Grade, Upper Primary and JHS learners with SEN <p>1.5 Which prior learning is necessary for learning lesson 9.?</p>	
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	<p><i>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.</i></p>	<p><i>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.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to, in their grade level groups, identify and discuss the major concepts to be developed in lesson 9.</p> <p><i>NB: Examples of the major concepts in lesson 9 are:</i></p> <ul style="list-style-type: none"> • <i>Confidentiality or ethical issues in counselling Early Grade, Upper Primary and JHS learners with SEN</i> • <i>Unique Characteristics of Counsellor of Early Grade, Upper Primary and JHS Learners with SEN</i> • <i>General Characteristics of Counsellors of Early Grade, Upper Primary and JHS Learners with SEN</i> • <i>Parent counselling and guidance services for Early Grade, Upper Primary and JHS learners with SEN</i> 	<p>2.1 In your grade level groups, identify and discuss the major concepts to be developed in lesson 9.</p> <p><i>NB: Examples of the major concepts in lesson 9 are:</i></p> <ul style="list-style-type: none"> • <i>Confidentiality or ethical issues in counselling Early Grade, Upper Primary and JHS learners with SEN</i> • <i>Unique Characteristics of Counsellor of Early Grade, Upper Primary and JHS Learners with SEN</i> • <i>General Characteristics of Counsellors of Early Grade, Upper Primary and JHS Learners with SEN</i> • <i>Parent counselling and guidance services for Early Grade, Upper Primary and JHS learners with SEN</i> 	15 mins

	<ul style="list-style-type: none"> • <i>Creating a safe counselling environment for Early Grade learners with SEN;</i> • <i>Key counselling approaches/strategies for Early Grade, Upper Primary and JHS learners with SEN</i> <p>2.2 Using pyramid discussion, let tutors draw connections between lesson 9 and the basic school curricular concepts.</p> <ul style="list-style-type: none"> • <i>For example: Providing guidance and counselling services to Early Grade, Upper Primary, and JHS learners with SEN is important at the basic school level.</i> • <i>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)</i> <p>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.</p>	<ul style="list-style-type: none"> • <i>Creating a safe counselling environment for Early Grade learners with SEN;</i> • <i>Key counselling approaches/strategies for Early Grade, Upper Primary and JHS learners with SEN</i> <p>2.2 In a pyramid discussion, draw connections among the concepts in lesson 9 and the basic school curricular.</p> <ul style="list-style-type: none"> • <i>For example: Providing guidance and counselling services to Early Grade, Upper Primary, and JHS learners with SEN is important at the basic school level.</i> • <i>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)</i> <p>2.3 Which aspects of the lesson would you find challenging to teach? Group members, assist your colleagues.</p>	
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	<p><i>NB: If members of the groups cannot assist their colleagues, seek help from the Subject Leads (SL) or Subject Writer Leads (SWL).</i></p> <p>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.</p> <p><i>E. g. Misconceptions:</i></p> <ul style="list-style-type: none"> • <i>Resources should not be wasted on teaching learners with SEN. After all, they are suffering from the sins of their parents.</i> • Student teachers may have some misconceptions about <i>Early Grade, Upper Primary and JHS</i> learners with SEN and the learning difficulties. <p><i>Barriers: The above misconceptions can serve as barriers that can rob Early Grade, Upper Primary and JHS learners with SEN of important educational opportunities.</i></p>	<p>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.</p> <p><i>E. g. Misconceptions:</i></p> <ul style="list-style-type: none"> • <i>Resources should not be wasted on teaching learners with SEN. After all, they are suffering from the sins of their parents.</i> • Student teachers may have some misconceptions about <i>Early Grade, Upper Primary and JHS</i> learners with SEN and the learning difficulties. <p><i>Barriers: The above misconceptions can serve as barriers that can rob Early Grade, Upper Primary and JHS learners with SEN of important educational opportunities.</i></p>	
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

<ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: 	<p>employed to teach the concepts in lesson 9.</p> <p><i>NB: Examples of strategies for teaching Early Grade, Upper Primary and JHS learners with SEN is seminar and e-learning opportunities (co-facilitated with resource person)</i></p> <p>3.2 Ask tutors to read the teaching and learning activities section of their course manuals and discuss how the different activities can lead to the achievement of the LOs and the LIs specified in lesson 9.</p> <p><i>E. g. Using seminar and e-learning opportunities (co-facilitating with resource person) will lead to the achievement of the LO and LI 1.</i></p> <p>3.3 Ask tutors to discuss in their grade level groups how knowledge gained from lesson 9 can be used to deliver the Basic School Curricular.</p> <p><i>E. g. Knowledge gained from lesson 9 on ethical standards and legal concerns in counselling Early Grade, Upper Primary and JHS learners with SEN will be useful in providing guidance and counselling services in basic schools (NTS 1d)</i></p>	<p><i>NB: Examples of strategies for teaching Early Grade, Upper Primary and JHS learners with SEN is seminar and e-learning opportunities (co-facilitated with resource person)</i></p> <p>3.2 Read the teaching and learning activities section of your course manual and discuss how the different activities can lead to the achievement of the LOs and the LIs specified in lesson 9.</p> <p><i>E. g. Using seminar and e-learning opportunities (co-facilitating with resource person) will lead to the achievement of the LO and LI 1.</i></p> <p>3.3 Discuss how knowledge gained from lesson 9 can be used to deliver the Basic School Curricular in your grade-level groups.</p> <p><i>E. g. Knowledge gained from lesson 9 on ethical standards and legal concerns in counselling Early Grade, Upper Primary and JHS learners with SEN will be useful in providing guidance and counselling services in basic schools (NTS 1d)</i></p>	
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<p>literature, on web, Utube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>3.4 Let tutors discuss in their grade level groups the relevance of lesson 9 for STS.</p> <p><i>E. g. Student teachers will be able to use ethical standards and legal concerns in counselling learners during STS.</i></p> <p>3.5 Using the talking point strategy, ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated into lesson 9.</p> <p><i>E. g. Creativity and innovation: Planning for and implementing a role play.</i> <i>Digital literacy: using their mobile devices to search for information.</i> <i>Communication skills: through critiquing and presentations.</i> <i>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</i></p> <p>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.</p> <p><i>E. g. In-lesson assessment: Group presentations during</i></p>	<p>3.4 In your grade level groups, discuss the relevance of lesson 9 for STS.</p> <p><i>E. g. Student teachers will be able to use the knowledge on ethical standards and legal concerns in counselling learners during STS.</i></p> <p>3.5 Discuss in your grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated into lesson 9.</p> <p><i>E. g. Creativity and innovation: Planning for and implementing a role play.</i> <i>Digital literacy: using their mobile devices to search for information.</i> <i>Communication skills: through critiquing and presentations.</i> <i>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</i></p> <p>3.6 Read the assessment components in their course manuals and discuss how the suggested assessments are linked to the NTEAP and the NTS.</p> <p><i>E. g. In-lesson assessment: Group presentations during</i></p>	
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	<p><i>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.</i></p> <p>3.7 Give stick-on sheets to tutors and ask them to suggest instructional resources that can be used to teach lesson 9.</p> <p><i>NB: Ensure that the suggested resources are GESI responsive.</i></p> <p>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.</p> <p><i>E. g. Some resources that can be used to teach lesson 9 include:</i></p> <ul style="list-style-type: none"> • Mobile phones • Laptops • Videos • Animations and pictures from YouTube on • <i>TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom</i> <p>3.9 Allow one volunteer tutor to model a presentation of an aspect of lesson 9.</p>	<p><i>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.</i></p> <p>3.7 On your stick-on sheets suggest instructional resources that can be used to teach lesson 9.</p> <p><i>NB: Ensure that the suggested resources are GESI responsive.</i></p> <p>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.</p> <p><i>E. g. Some resources that can be used to teach lesson 9 include:</i></p> <ul style="list-style-type: none"> • Mobile phones • Laptops • Videos • Animations and pictures from YouTube on • <i>TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom</i> <p>3.9 One volunteer should model a presentation of an aspect of lesson 9.</p>	
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	<i>NB: Group members should provide feedback on the model presentation.</i>	<i>NB: Group members should provide feedback on the model presentation.</i>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Summarise the session and ask tutors if they have any concerns about any aspect of the lesson</p> <p><i>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.</i></p> <p>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.</p> <p>4.3 Encourage tutors to prepare in advance for lesson 10 and PD session 10.</p>	<p>4.1 Do you have any concerns about any aspect of the lesson?</p> <p>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.</p> <p>4.2 You are encouraged to prepare in advance for lesson 10 as well as PD session 10.</p>	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

Tutor PD Session for Lesson 10 in the Course Manual

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Use a relevant Ice breaker to welcome tutors to the 10th PD session of the semester</p> <p>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.</p> <p>1.3 Ask tutors to tell how students will be prepared to employ</p>	<p>1.1 Participate in the Ice breaker to prepare yourselves for the 10th PD session</p> <p>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.</p> <p>1.3 Tell how students will be prepared to employ relevant teaching,</p>	<p>20 mins</p>

<p>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</p>	<p>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 discussion</i>)</p> <p>1.4 Invite the critical friend(s) to give feedback on his/her observation of the last enacted lesson.</p> <p>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.</p> <p>1.6 Ask tutors to refer to the lesson overview and discuss the students' previous knowledge and the mode of lesson delivery.</p> <p>1.7 Ask tutors to read the overview of the lesson content and identify the distinctive features of lesson 10</p> <p><i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> • <i>Ethical concerns in counselling</i> • <i>Legal implications in counselling</i> 	<p>learning and assessment strategies during the basic school classroom work in STS in year 4 semester 1.</p> <p>1.4 As a critical friend, share feedback on your observation of the last enacted lesson with the group.</p> <p>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.</p> <p>1.6 Refer to the lesson overview and discuss the students' previous knowledge and the mode of lesson delivery.</p> <p>1.7 Read the overview of the lesson content and identify the distinctive features of lesson 10</p> <p><i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> • <i>Ethical concerns in counselling</i> • <i>Legal implications in counselling</i> 	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Let tutors refer to the course manuals (EG, UP and JHS) and use the Think-Pair-Share strategy to identify the new learning that is likely to occur in the lesson</p> <p>EXAMPLES (new learning)</p> <ul style="list-style-type: none"> • <i>Areas of ethical, legal concerns and professionalism in counselling</i> • <i>Confidentiality, privacy and Privileged information</i> <p>2.2 Use the Question-and-Answer strategy to lead a discussion with tutors on the new learning identified in lesson 10</p> <p>Suggested question: <i>What are the differences and similarities between ethical and legal issues in counselling learners in early childhood, middle childhood and early adolescence?</i></p> <p>2.3 Ask tutors to pair and identify potential learning barriers for the student teachers likely to be encountered in lesson 10 (EG, UP and JHS), the way forward, and share with the larger group.</p> <p>EXAMPLE (potential barriers) <i>Weak prior knowledge on the topic, large class size, lack of opportunity to use ICT due to power cuts and</i></p>	<p>2.1 Individually refer to the course manuals (EG, UP and JHS) to identify the new learning that is likely to occur in the lesson, discuss it with a colleague and use them and share with the whole group</p> <p>EXAMPLES (new learning)</p> <ul style="list-style-type: none"> • <i>Areas of ethical, legal concerns and professionalism in counselling</i> • <i>Confidentiality, privacy and Privileged information</i> <p>2.2 Participate in the discussion by responding to the questions on the new learning identified in lesson 10</p> <p>2.3 In pairs and identify some potential barriers to learning for the student teachers that are likely to be encountered in lesson 10 (EG, UP and JHS), the way forward, and share with the larger group.</p> <p>EXAMPLE (potential barriers) <i>Weak prior knowledge on the topic, large class size, lack of opportunity to use ICT due to power cuts and</i></p>	<p>15 mins</p>
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	<p><i>unstable internet connectivity, inadequate contact time due to, e.g. staff meetings etc.</i></p> <ul style="list-style-type: none"> • <i>Way forward (get student teachers to do prior reading on the topic before the lesson, grouping, reporting internet instability to CoE management, schedule meetings outside the instructional hours)</i> <p>2.4 Ask tutors to consider the suggested pedagogies introduced in lesson 10 of the course manuals (EG, UP and JHS) and discuss how these relate to their teaching philosophies and how they could be explored and enacted with the whole group.</p> <p><i>E.g. (Talk for learning approaches such as talking point, concept cartoons, grouping; e-learning, demonstrations and presentations)</i></p>	<p><i>unstable internet connectivity, inadequate contact time due to, e.g. staff meetings etc.</i></p> <ul style="list-style-type: none"> • <i>Way forward (get student teachers to do prior reading on the topic before the lesson, grouping, reporting internet instability to CoE management, schedule meetings outside the instructional hours).</i> <p>2.4 Consider the suggested pedagogies introduced in lesson 10 of the course manuals (EG, UP and JHS) and discuss with the whole group how these relate to their teaching philosophies, how they could be explored and enacted.</p> <p><i>E.g. (Talk for learning approaches such as talking point, concept cartoons, grouping; e-learning, demonstrations and presentations)</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 	<p>3.1 Using the question-and-answer strategy, lead a discussion on the appropriateness of the suggested teaching and learning activities in the course manuals (EG, UP and JHS) to teach lesson 10 in the course manual.</p> <p><i>EXAMPLES:</i> <i>(the use of talking point strategy to explore student teachers' understanding of</i></p>	<p>3.1 Participate in discussing the appropriateness of the suggested teaching and learning activities in the course manuals to teach lesson 10 in the course manuals (EG, UP and JHS).</p> <p><i>EXAMPLES:</i> <i>(the use of talking point strategy to explore student teachers' understanding of</i></p>	40 mins

<p>may require clarification</p> <ul style="list-style-type: none"> • 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 learning • Resources: <ul style="list-style-type: none"> ○ 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 	<p><i>aspects read in the disability policy; using concept maps to aid in the discussion on the protection of client’s confidentiality)</i></p> <p>3.2 Ask tutors to note down areas of the teaching and learning activities that they may need further clarification on and how they may be addressed.</p> <p>3.3 Brainstorm with tutors to develop some creative approaches and their related core competencies likely to be inculcated in student students and extended to basic school learners through the student teachers’ STS activities.</p> <p><i>EXAMPLES: Group Work - Collaborative learning Investigation - Critical Thinking Critiquing presentations and talk for learning strategies – Communication skills (Students can ascertain the extent to which methods are used during STS activities in schools.)</i></p> <p>3.4 Ask tutors to brainstorm how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities suggested in the course manuals.</p>	<p><i>aspects read in the disability policy; using concept maps to aid in the discussion on the protection of client’s confidentiality)</i></p> <p>3.2 Note down areas of the teaching and learning activities that you may need further clarification on and how they may be addressed.</p> <p>3.3 Brainstorm some creative approaches and their related core competencies, which are likely to be inculcated in student teachers and extended to basic school learners through their STS activities.</p> <p><i>EXAMPLES: Group Work - Collaborative learning Investigation - Critical Thinking Critiquing presentations and talk for learning strategies – Communication skills (Students can ascertain the extent to which methods are used during STS activities in schools.)</i></p> <p>3.4 Brainstorm how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities suggested in the course manuals.</p>	
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<p>used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p><i>EXAMPLES; ensuring equal participation in the lesson activities for both genders and SEN, especially in mainstream Colleges of Education. Using handheld ICT tools and software like JAWS for Vis in presentations and group work.</i> <i>Ensuring collaboration through group work, critical thinking and communication through discussions and presentations, etc.</i></p> <p>3.5 Ask tutors to be in pairs, identify how lesson 10 links to the existing PD Themes, YouTube, etc., and discuss how they could be used in enacting lesson 10.</p> <p><i>EXAMPLES:</i> <i>Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning – Talking point (Theme 3); Group Work – mixed ability (Theme 4); Teaching and Learning Materials (Theme 5)</i></p> <p>3.6 Ask tutors to mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LOs.</p> <p><i>EXAMPLES;</i></p> <ul style="list-style-type: none"> ● <i>policy documents- NTS, National GESI strategic Plan, etc.</i> ● <i>powerpoint slides with graphics and</i> 	<p><i>EXAMPLES; ensuring equal participation in the lesson activities for both genders and SEN, especially in mainstream Colleges of Education. Using handheld ICT tools and software like JAWS for Vis in presentations and group work.</i> <i>Ensuring collaboration through group work, critical thinking and communication through discussions and presentations, etc.</i></p> <p>3.5 In pairs, identify how lesson 10 links to the existing PD Themes, YouTube etc., and discuss how they could be used in enacting lesson 10.</p> <p><i>EXAMPLES:</i> <i>Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning – Talking point (Theme 3); Group Work – mixed ability (Theme 4); Teaching and Learning Materials (Theme 5)</i></p> <p>3.6 Mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LOs.</p> <p><i>EXAMPLES;</i></p> <ul style="list-style-type: none"> ● <i>policy documents- NTS, National GESI strategic Plan, etc.</i> ● <i>powerpoint slides with graphics and</i> 	
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	<p><i>language friendly to both males and females as well as SEN.</i></p> <p><i>making available software like JAWS for the visually impaired student teachers to aid their presentations</i></p> <p>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. <i>(Subject Projects and Subject Portfolio)</i></p> <p>3.8 Ask a tutor to model a presentation of activity in lesson 10 (<i>e.g. protecting confidentiality, privacy and privileged information in counselling</i>) using Think-Pair-Share strategy and taking into consideration GESI issues (<i>e.g. Make sure both genders and SEN take leading roles in their groups</i>) NTS 1a, b, 2b, e, 3b, c,</p> <p>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.</p>	<p><i>language friendly to both males and females as well as SEN.</i></p> <p><i>making available software like JAWS for the visually impaired student teachers to aid their presentations</i></p> <p>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. <i>(Subject Projects and Subject Portfolio)</i></p> <p>3.8 Model a presentation of activity in lesson 10 (<i>e.g. protecting confidentiality, privacy and privileged information in counselling</i>) using Think-Pair-Share strategy and taking into consideration GESI issues (<i>e.g. Make sure both genders and SEN take leading roles in their groups</i>) NTS 1a, b, 2b, e, 3b, c,</p> <p>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.</p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>4.2 Encourage tutors to identify any outstanding issues relating to lesson 10 of the course (EG, UP and JHS) to be addressed later.</p> <p>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.</p>	<p>4.1 Share your views on the key issues discussed in this PD session and how it relates to your teaching philosophy.</p> <p>4.2 Identify any outstanding issues relating to lesson 10 of each course (EG, UP and JHS) to be addressed later.</p> <p>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.</p>	<p>15 mins</p>
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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 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Use a relevant Ice breaker to welcome tutors to the 11th PD session of the semester</p> <p>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.</p> <p>1.3 Ask the critical friend(s) to give feedback on his/her observation of the last enacted lesson.</p>	<p>1.1 Participate in the Ice breaker to prepare yourselves for the 11th PD session of the semester</p> <p>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.</p> <p>1.3 As a critical friend, share with members the feedback from your observation of the last enacted lesson.</p>	20 mins

<p>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</p>	<p>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. (<i>Collect a few examples for discussion</i>)</p> <p>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.</p> <p><i>CLO: Demonstrate knowledge, understanding, and preparation of a good professional teaching portfolio (NTS 1d)</i></p> <p><i>LIs:</i></p> <ul style="list-style-type: none"> • <i>Submit portfolio developed as a requirement for formative assessment for the course.</i> • <i>Submit project written as a requirement for formative assessment for the course.</i> <p><i>(E.g. ask how the LOs are appropriately related to their corresponding LIs)</i></p> <p>1.6 Ask tutors to individually refer to the introductory aspect of lesson 11 of the course</p>	<p>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.</p> <p>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.</p> <p><i>CLO: Demonstrate knowledge, understanding, and preparation of a good professional teaching portfolio (NTS 1d)</i></p> <p><i>LIs:</i></p> <ul style="list-style-type: none"> • <i>Submit portfolio developed as a requirement for formative assessment for the course.</i> • <i>Submit project written as a requirement for formative assessment for the course.</i> <p>1.6 Individually refer to lesson 11 of the course manual (EG, UP and JHS), identify and share</p>	
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	<p>manuals (EG, UP and JHS), identify the important/distinctive aspects of the lesson and share with the whole group</p> <p><i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> • <i>Artefacts and resources for the Guidance and Counselling portfolio</i> • <i>Subject project as a requirement for formative assessment</i> 	<p>the important /distinctive aspects of the lesson with the whole group.</p> <p><i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> • <i>Artefacts and resources for the Guidance and Counselling portfolio</i> • <i>Subject project as a requirement for formative assessment</i> 	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to read through lesson 11 in the course manuals (EG, UP and JHS) to identify, note down the new learning that is likely to occur and share with the whole group.</p> <p><i>Example (New Learning)</i></p> <ul style="list-style-type: none"> • <i>the need for submission and assessment of portfolio and project as requirements for formative assessment for the course</i> • <i>arrangement for submission of a subject portfolio and subject project report for assessment</i> <p>2.2 Using the Think-Pair-Share strategy, ask tutors to identify potential learning barriers for the student teachers on lesson 12 and the way forward.</p>	<p>2.1 Read through lesson 11 in the course manuals (EG, UP and JHS) to identify, note down the new learning that is likely to occur and share with the whole group.</p> <p><i>Example (New Learning)</i></p> <ul style="list-style-type: none"> • <i>the need for submission and assessment of portfolio and project as requirements for formative assessment for the course</i> • <i>arrangement for submission of a subject portfolio and subject project report for assessment</i> <p>2.2 Individually identify some potential barriers to learning for the student teachers and the way forward in lesson 11, turn to your elbow colleague to dialogue with him/her and then share with the whole group.</p>	15 mins

	<p>Example: <i>(Potential Barriers for Student Teachers</i></p> <ul style="list-style-type: none"> • <i>Student teachers might not be familiar with this approach of assessment</i> • <i>Large class size affecting,</i> • <i>Unstable Internet connectivity</i> • <i>Way forward (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)</i> <p>2.3 Put tutors into GESI appropriate groups to identify the pedagogies introduced in lesson 11 of the course manuals (EG, UP and JHS), discuss how these could be explored and share with the larger group.</p> <p><i>Examples</i> <i>Use of e-Learning opportunities; working in GESI appropriate groups; teacher-led discussion; role-play and presentations</i></p>	<p>Example: <i>(Potential Barriers for Student Teachers</i></p> <ul style="list-style-type: none"> • <i>Large class size affecting,</i> • <i>Unstable Internet connectivity</i> <p>2.3 Be in groups and identify the pedagogies introduced in lesson 11 of the course manuals (EG, UP and JHS), discuss how these could be explored and share with the larger group.</p> <p><i>Examples</i> <i>Use of e-Learning opportunities; working in GESI appropriate groups; teacher-led discussion; role-play and presentations</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities 	<p>3.1 Allow tutors to remain in their groups to read and discuss the teaching and learning activities for Lesson 11 from the course manuals (EG, UP and JHS).</p> <p>3.2 Ask the groups to share their views on teaching and learning activities</p>	<p>3.1 While in your course groups, read and discuss the teaching and learning activities for Lesson 11 from the course-specific manuals (EG, UP and JHS).</p> <p>3.2 In your groups, share your views on teaching and learning activities</p>	<p>40 mins</p>

<ul style="list-style-type: none"> • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, 	<p>that need further clarification and how they may be addressed.</p> <p>3.4 Using question and answer technique, lead tutors to brainstorm and come up with some creative approaches and their related core competencies likely to be inculcated in student teachers through this lesson and which can be extended to the basic school learners through STS activities.</p> <p><i>Suggested question(s)</i></p> <ul style="list-style-type: none"> • <i>What creative approaches and their related core competencies can be inculcated to the student-teacher through this lesson?</i> • <i>How can the student teachers extend their knowledge and skills of the creative approaches and related core competencies to the learners at the basic schools through STS activities?</i> <p><u><i>Examples of creative approaches and their related core competencies:</i></u> <i>Group Work - Collaborative learning</i> <i>Investigation - Critical Thinking</i> <i>Role Play - Communication (Students can ascertain the extent to which methods are used during STS activities in schools.)</i></p>	<p>that need further clarification and suggest ways to address them.</p> <p>3.4 Brainstorm and come up with some creative approaches and their related core competencies likely to be inculcated in student teachers through this lesson and which can be extended to the basic school learners through STS activities.</p> <p><u><i>Examples of creative approaches and their related core competencies:</i></u> <i>Group Work - Collaborative learning</i> <i>Investigation - Critical Thinking</i> <i>Role Play - Communication (Students can ascertain the extent to which methods are used during STS activities in schools.)</i></p>	
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<p>powerpoint; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>3.5 Ask tutors to brainstorm for how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities</p> <p><i>Examples</i> 21ST CENTURY SKILLS <u>Creativity, Communication Skills and Innovation:</u> <i>Planning for and implementing a role-play (Guidance and Counselling Practicum) through critiquing and presentations.</i> <i>ICT: using their mobile devices to search for information; utilising short videos from YouTube.</i> <i>GESI: using various strategies in grouping students considering their background characteristics and abilities, even distribution of teaching and learning opportunities in and out of the classroom, and ensuring that graphics in ICT material are GESI friendly; SEN, by inclusivity and diversity making student teachers acknowledge the individual differences in the classroom, especially mainstream Colleges of Education.</i></p> <p>3.6 Ask tutors to remain in their groups to identify links to the existing PD Themes, YouTube links and discuss how they could be used in enacting lesson 10.</p>	<p>3.5 Brainstorm how GESI, ICT, and 21st Century skills could be integrated into teaching and learning activities.</p> <p><i>Examples</i> 21ST CENTURY SKILLS <u>Creativity, Communication Skills and Innovation:</u> <i>Planning for and implementing a role-play (Guidance and Counselling Practicum) through critiquing and presentations.</i> <i>ICT: using their mobile devices to search for information; utilising short videos from YouTube.</i> <i>GESI: using various strategies in grouping students considering their background characteristics and abilities, even distribution of teaching and learning opportunities in and out of the classroom, and ensuring that graphics in ICT material are GESI friendly; SEN, by inclusivity and diversity making student teachers acknowledge the individual differences in the classroom, especially mainstream Colleges of Education.</i></p> <p>3.6 Remain in your course-specific groups, identify links to the existing PD Themes and YouTube links, and discuss how they could be used.</p>	
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	<p><i>Example: Group Work – mixed ability and mixed-gender groups (Theme 4)</i></p> <p>3.7 Ask individual tutors to mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LIs in lesson 11.</p> <p><i>EXAMPLES;</i></p> <ul style="list-style-type: none"> • <i>Policy documents- NTS, National GESI strategic Plan, etc.</i> • <i>PowerPoint slides with graphics and language friendly to both males and females as well as SEN.</i> • <i>Making available software like JAWS for the visually impaired student teachers to aid their presentations.</i> <p>3.8 Ask tutors to discuss the requirements, submission and weighting of the (<i>subject portfolio and subject project</i>) as formative assessment opportunities and deliberate on how they meet the NTEAP demands.</p> <p>3.9 Admonish tutors to read Lesson 11 in the course manuals and consider the discussions on the PD session to plan for lesson 11, taking note of</p>	<p><i>Example: Group Work – mixed ability and mixed-gender groups (Theme 4)</i></p> <p>3.7 Mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LIs in lesson 11.</p> <p><i>EXAMPLES;</i></p> <ul style="list-style-type: none"> • <i>Policy documents- NTS, National GESI strategic Plan, etc.</i> • <i>PowerPoint slides with graphics and language friendly to both males and females as well as SEN.</i> • <i>Making available software like JAWS for the visually impaired student teachers to aid their presentations.</i> <p>3.8 Discuss the requirements, submission and weighting of the (<i>subject portfolio and subject project</i>) as formative assessment opportunities and deliberate on meeting the NTEAP demands.</p> <p>3.9 Read Lesson 11 in your course manuals and consider the discussions on the PD session to plan for lesson 11, take note of your teaching</p>	
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	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.	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to individually share their views on the key issues discussed during the session.</p> <p>4.2 Encourage tutors to identify any outstanding issues relating to the lessons to be addressed.</p> <p>4.3 Remind tutors to identify a critical friend to observe their lessons and report on it at the next PD session.</p>	<p>4.1 Individually share your views on the key issues discussed during the session.</p> <p>4.2 Identify and share any outstanding issues relating to the lessons to be addressed.</p> <p>4.3 Remember to identify a critical friend to observe your lessons and report on it at the next PD session.</p>	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

Tutor PD Session for Lesson 12 in the Course Manual

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • 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 any distinctive 	<p>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.</p> <p>1.2 Ask the critical friend(s) to give feedback on his/her observation of the last enacted lesson (11) for EG, UP and JHS.</p> <p>1.3 Ask tutors to reflect through discussions of the lessons observed by a colleague on applying the previous PD</p>	<p>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.</p> <p>1.2 As a critical friend, share with members the feedback from your observation of the last enacted lesson (11) of EG, UP and JHS.</p> <p>1.3 Reflect through discussion of the lessons observed by a colleague on the application of the previous PD session (11) in the classroom.</p>	<p>20 mins</p>

<p>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</p>	<p>session (11) for EG, UP and JHS in the classroom.</p> <p>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. <i>(Collect a few examples for discussion)</i></p> <p>1.5 Put tutors into GESI appropriate groups 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.</p> <p>1.6 Ask tutors in their groups to identify and discuss the important/distinctive aspects of the lesson (12) of EG, UP and JHS and share with the larger group <i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> • <i>Guidance services</i> • <i>Counselling techniques for behaviour modification in EG, UP and JHS</i> 	<p>1.4 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.</p> <p>1.5 Put yourself into course-specific groups and read through the introductory section of the course manuals to learn outcomes and their corresponding indicators for discussion.</p> <p>1.6 In your groups, discuss and share the important/distinctive aspects of the lesson (12) of EG, UP and JHS and share with the larger group. <i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> • <i>Guidance services</i> • <i>Counselling techniques for behaviour modification in EG, UP and JHS</i> 	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask each GESI appropriate group to read through lesson 12 and note down new learning that is likely to occur from the course manuals (EG, UP and JHS).</p> <p><i>(New Learning)</i> <i>Review of previous lessons;</i> <i>Examples</i></p> <ul style="list-style-type: none"> • <i>Historical and Conceptual Issues</i> • <i>Guidance Services</i> • <i>Communication Skills in Counselling</i> • <i>Counselling Techniques for Behaviour Modification in Early Childhood, Middle Childhood and Early Adolescence</i> • <i>Assessment Inventories for Counselling Practicum</i> • <i>Counselling Learners with Special Needs</i> • <i>Ethical Standards and Legal Concerns in Counselling in Early Childhood, Middle Childhood and Early Adolescence School Settings</i> <p>2.2 Ask each group to share their views on the new learning they have noted with the whole group for discussion.</p> <p>2.3 Ask each group to dialogue and identify potential learning barriers for the student teachers in the lesson (12) of EG, UP, and JHS,</p>	<p>2.1 In your groups, read through lesson 12 and note down the new learning that is likely to occur from the course manuals (EG, UP and JHS).</p> <p><i>(New Learning)</i> <i>Review of previous lessons;</i> <i>Examples</i></p> <ul style="list-style-type: none"> • <i>Historical and Conceptual Issues</i> • <i>Guidance Services</i> • <i>Communication Skills in Counselling</i> • <i>Counselling Techniques for Behaviour Modification in Early Childhood, Middle Childhood and Early Adolescence</i> • <i>Assessment Inventories for Counselling Practicum</i> • <i>Counselling Learners with Special Needs</i> • <i>Ethical Standards and Legal Concerns in Counselling in Early Childhood, Middle Childhood and Early Adolescence School Settings</i> <p>2.2 Each group should share their views on the new learning you have noted with the whole group for discussion.</p> <p>2.3 Each group should dialogue and identify potential learning barriers for the student teachers in the lesson (12) of EG, UP, and JHS,</p>	<p>15 mins</p>
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	<p>the way forward, and share their findings with the larger group.</p> <p><i>(Potential Examples of Barriers for Student Teachers</i></p> <ul style="list-style-type: none"> • <i>Inadequate revision of topics by student teachers.</i> • <i>Large class size</i> • <i>Unstable Internet connectivity</i> • <i>The student teachers may have the perception that Guidance and counselling are for only the vulnerable learners.</i> <p>2.4 Ask groups to identify and discuss with the larger group how the pedagogies introduced in lesson 12 of EG, UP, and JHS could be explored</p> <p><i>(New Pedagogy Use of e-Learning opportunities; tutor-led discussions; brainstorming; seminars; and Question and Answer)</i></p>	<p>the way forward and share with the larger.</p> <p><i>(Potential Barriers for Student Teachers</i></p> <ul style="list-style-type: none"> • <i>Inadequate revision of topics by student teachers.</i> • <i>Large class size affecting,</i> • <i>Unstable Internet connectivity</i> • <i>That certain subjects in the curriculum are for certain gender groups. E.g. ICT for males, Agricultural Science for males, and Home Economics for females.</i> <p>2.4 In your groups, identify and discuss how the pedagogies introduced in lesson 12 of EG, UP and JHS could be explored</p> <p><i>(New Pedagogy Use of e-Learning opportunities; tutor-led discussions; brainstorming; seminars; and Question and Answer)</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 	<p>3.1 Allow tutors to remain in their GESI appropriate groups to read and discuss the teaching and learning activities for Lesson 12 from their course manuals (EG, UP and JHS).</p> <p><i>Example: (teaching and learning activities for Lesson 12)</i></p> <ul style="list-style-type: none"> • <i>Use questioning and tutor-led discussion</i> 	<p>3.1 While in your groups, read and discuss the teaching and learning activities for Lesson 12 from the course manuals EG, UP and JHS.</p> <p><i>Example: (teaching and learning activities for Lesson 12)</i></p> <ul style="list-style-type: none"> • <i>Use questioning and tutor-led discussion</i> 	<p>40 mins</p>

<p>may require clarification</p> <ul style="list-style-type: none"> • 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 learning • Resources: <ul style="list-style-type: none"> ○ 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 	<p><i>to elicit student teachers' views to review the counselling techniques in behaviour modification (PD Theme 2, 3).</i></p> <ul style="list-style-type: none"> • <i>Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on guidance services (PD Theme 3)</i> <p>3.2 Ask tutors in the groups to share their views on teaching and learning activities that need further clarification and address.</p> <p>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.</p> <p><i>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.)</i></p>	<p><i>to elicit student teachers' views to review the counselling techniques in behaviour modification (PD Theme 2, 3).</i></p> <ul style="list-style-type: none"> • <i>Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on guidance services (PD Theme 3)</i> <p>3.2 In your groups, share your views on teaching and learning activities that need further clarification and suggest ways to address them.</p> <p>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.</p> <p><i>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.)</i></p>	
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<p>used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>3.4 Ask tutors to brainstorm how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities for lesson 12 (EG, UP and JHS).</p> <p><i>Example</i></p> <ul style="list-style-type: none"> ● <i>ICT by utilising short videos from YouTube, preparation and presentation of PowerPoint slides;</i> ● <i>21st-century skills through collaboration and communication during group presentations;</i> ● <i>GESI through fair distribution of teaching and learning opportunities in and out of the classroom and ensuring that graphics in ICT material are GESI friendly; SEN, inclusivity, and diversity make student teachers acknowledge the individual differences in the classroom, especially mainstream colleges of education.</i> <p>3.5 In pairs, ask tutors to identify links to the existing PD Themes, YouTube links and discuss how they could be used in enacting lesson 12 (EG, UP, and JHS).</p>	<p>3.4 Participate in the brainstorm for how GESI, ICT, and 21st Century skills could be integrated into the teaching and learning activities for lesson 12 (EG, UP and JHS).</p> <p><i>Example</i></p> <ul style="list-style-type: none"> ● <i>ICT by utilising short videos from YouTube, preparation and presentation of PowerPoint slides;</i> ● <i>21st-century skills through collaboration and communication during group presentations;</i> ● <i>GESI through fair distribution of teaching and learning opportunities in and out of the classroom and ensuring that graphics in ICT material are GESI friendly; SEN, inclusivity, and diversity make student teachers acknowledge the individual differences in the classroom, especially mainstream colleges of education.</i> <p>3.5 In pairs, identify links to the existing PD Themes, YouTube links and discuss how they could be used in enacting lesson 12 (EG, UP, and JHS).</p>	
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	<p><i>E.g. Questioning – question and answer (Theme 2); Group Work- mixed gender and ability groups (Theme 4); Teaching and Learning Materials (Theme 5)</i></p> <p>3.6 Using the Think-Pair-Share strategy, ask tutors to identify and mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LOs and the corresponding LIs for lesson 12 of EG, UP and JHS.</p> <p>Examples;</p> <ul style="list-style-type: none"> • <i>policy documents- NTS, National GESI strategic Plan, etc.</i> • <i>PowerPoint slides with graphics and language friendly to both males and females as well as SEN.</i> <p><i>making available software like JAWS for the visually impaired student teachers to aid their presentations</i></p> <p>3.7 Using Pair- Share, ask tutors to dialogue in pairs and share with colleagues how far they are done with the continuous assessment opportunities in the course manuals EG, UP and JHS, and how they meet the NTEAP demands. Example; student teachers’</p>	<p><i>E.g. Questioning – question and answer (Theme 2); Group Work- mixed gender and ability groups (Theme 4); Teaching and Learning Materials (Theme 5)</i></p> <p>3.6 Individually identify some GESI responsive resources that can be used with the suggested approaches and strategies to support the delivery of lesson 12 of EG, UP and JHS, dialogue with your elbow partner and share with the larger group.</p> <p>Examples;</p> <ul style="list-style-type: none"> • <i>policy documents- NTS, National GESI strategic Plan, etc.</i> • <i>PowerPoint slides with graphics and language friendly to both males and females as well as SEN.</i> <p><i>making available software like JAWS for the visually impaired student teachers to aid their presentations</i></p> <p>3.7 Turn to your elbow partner to dialogue and share with colleagues how far you are done with the continuous assessment opportunities in EG, UP and JHS course manuals and how they meet the NTEAP demands. Example; student teachers’ submission of</p>	
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	<p>submission of <i>Subject Projects and Subject Portfolio</i></p> <p>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.</p>	<p><i>Subject Projects and Subject Portfolio</i></p> <p>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.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>4.2 Encourage tutors to identify any outstanding issue relating to the lessons (1-11) of EG, UP, and JHS to be addressed.</p> <p>4.3 Use discussions to facilitate tutors reflection on the semester’s PD sessions (1-12), make comments and suggestions to improve the process.</p>	<p>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.</p> <p>4.2 Identify any outstanding issues relating to the lessons (1-11) of EG, UP, and JHS to be addressed.</p> <p>4.3 Participate in the discussion, reflect on the semester’s PD sessions (1-12), and make comments and suggestions to improve the process.</p>	15 mins

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.
<p>Course introductions and conclusions</p> <ul style="list-style-type: none"> 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 	
<p>Prior knowledge: Points for tutors on activating student teachers' prior knowledge.</p>	
<p>Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p>LO: relevance to each session is introduced</p>	
<p>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</p>	
<p>Lesson Learning outcomes and indicators are introduced</p>	
<p>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</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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,</p>	

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.	

Appendix 2. Course Assessment Components briefly

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

WEIGHT	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of the project out of 100</p> <ul style="list-style-type: none"> • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30 	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of portfolio out of 100</p> <p>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).</p> <p>i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;">OR</p> <p>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</p> <p>ii(b) Mid-semester assessment 30%</p> <p>ii(c) Presentation and organisation of portfolio 10%</p>
EXAM	<p>End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning</p>	

SPECIAL EDUCATION NEEDS (SEN)

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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. 	<p>1a.</p> <p>1.1 Welcome Tutors to the semester and to the current session (Year 3 Semester 2). Begin the session with an ice-breaker.</p> <p>1.2 Ask tutors to do self-introduction after which you inform them of newly appointed tutors where applicable.</p> <p>1.3 Ask Tutors to read from the Course Manual and discuss the purpose of</p>	<p>1a.</p> <p>1.1 Participate in an ice-breaker to begin the first PD session for the semester (Year 3 Semester 2)</p> <p>1.2 Introduce yourself as well as newly appointed tutors (where applicable).</p> <p>1.3 Read from the Course Manual and discuss the purpose of the JHS</p>	<p>20 mins</p>

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. 	<p>the JHS specialism for discussion. Also, discuss the vision of the New Four-Year B.Ed Curriculum.</p> <p><i>Note:</i> This is a JHS Specialism The purpose of the specialism is to train highly qualified motivated new teachers who are effective, engaging and fully prepared to teach the Basic school curriculum thereby, improving learning outcomes and life chances of all learnings they teach. In doing this, to instil in new teachers the Nation’s core values for all learners.</p> <p>1.4 Ask tutors to individually read the introductory sections of the course manual for JHS and discuss the goal for the course, key contextual factors, course description, core and transferable skills, cross-cutting issues, including GESI and ICT</p>	<p>specialism and, the vision of the New Four-Year B.Ed Curriculum.</p> <p><i>Note:</i> This is a JHS Specialism The purpose of the specialism is to train highly qualified motivated new teachers who are effective, engaging and fully prepared to teach the Basic school curriculum thereby, improving learning outcomes and life chances of all learnings they teach. In doing this, to instil in new teachers the Nation’s core values for all learners.</p> <p>1.4 Read the introductory sections of the course manual for JHS and discuss the goal for the course, key contextual factors, course description, core and transferable skills, cross-cutting issues, including GESI and ICT.</p>	
<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning 	<p><i>Reminder:</i> <i>Remind tutors to take note of all NTS references identified in the course manual.</i></p> <p>1.5 Ask tutors to read the course manual and discuss the course learning outcomes and indicators.</p>	<p><i>Reminder:</i> <i>Tutors are reminded to take note of all NTS references identified in the course manual.</i></p> <p>1.5 Read the course manual and discuss the course learning outcomes and indicators</p>	

<p>outcomes and indicators</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p><i>Note:</i> <i>CLO:</i> <i>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)</i></p> <p><i>Example of CLIs</i> <i>Student teachers will identify the key elements that explain autism spectrum disorders</i></p> <p><i>Note:</i> <i>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.</i></p> <p><i>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</i></p>	<p><i>Note:</i> <i>CLO:</i> <i>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)</i></p> <p><i>Example of CLIs</i> <i>Student teachers will identify the key elements that explain autism spectrum disorders</i></p> <p><i>Note:</i> <i>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.</i></p> <p><i>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</i></p>	
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	<p><i>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.</i></p> <p>1.6 Lead tutors to brainstorm how the CLOs and CLIs relate to the relevant previous knowledge of student teachers.</p> <p>1.7 Ask tutors to identify and discuss the lessons to be discussed in the course manual for the semester.</p> <p>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 NTEAP</i>)</p> <p><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 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 submit (Not or than 10-</i></p>	<p><i>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.</i></p> <p>1.6 Brainstorm how the CLOs and CLIs relate to the relevant previous knowledge of student teachers.</p> <p>1.7 Identify and discuss the lessons to be discussed in the course manual for the semester.</p> <p>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 NTEAP</i>)</p> <p><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 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-</i></p>	
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	<p><i>pages, typed-double spaced). To be submitted at the end of week 5</i></p> <p><i>NB (Subject Project) Overall Weighting of project= 30% Weighting of individual parts of the project out of 100 I. Introduction-10 li. Methodology-20 lii. Substantive section-40 Iv. Conclusion and recommendation-30</i></p> <p><i>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 =30% (Total 90%) i(b). Presentation and organization of portfolio 10% OR ii(a)Each of two (2) items selected by the student teacher = 30% (Total 60%). ii(b) Mid Semester assessment =30%</i></p> <p><i>ii.(c) Presentation and organisation of portfolio=10% Note: Encourage tutors to acquaint themselves with: a. Scope of the subject project and subject portfolio b. The percentage or weight distributions c. Alternative tools for CA</i></p>	<p><i>pages, typed-double spaced). To be submitted at the end of week 5</i></p> <p><i>NB (Subject Project) Overall Weighting of project= 30% Weighting of individual parts of the project out of 100 I. Introduction-10 li. Methodology-20 lii. Substantive section-40 Iv. Conclusion and recommendation-30</i></p> <p><i>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 =30% (Total 90%) i(b). Presentation and organization of portfolio 10% OR ii(a)Each of two (2) items selected by the student teacher = 30% (Total 60%). ii(b) Mid Semester assessment =30%</i></p> <p><i>ii.(c) Presentation and organisation of portfolio=10% Note: Encourage tutors to acquaint themselves with: a. Scope of the subject project and subject portfolio b. The percentage or weight distributions c. Alternative tools for CA</i></p>	
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	<p><i>Sample Subject Portfolio</i></p> <p><i>a. Conduct Quizzes, Assignments and group presentations</i></p> <p><i>b. Tutors to take pictures of classroom interactions involving a learner with ASD and/or SLD during STS.</i></p> <p><i>c. Interview and analyze the interview data collected from teachers during STS</i></p> <p><i>d. discuss (in groups, individually and whole class, using power-points as applicable) and write reports on the findings of the data</i></p> <p><i>e. Keep/file the reports in their subject portfolio</i></p> <p><i>Student teacher present a comprehensive report on their findings</i></p> <p>1b. PD Session 1</p> <p>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 for a whole-group discussion</p> <p>Eg.,</p> <p>a. Tutors have taken courses in Communication disorders, Related Services and Augmentative Communication Modes (References: Y2 S1, Y2 S2 and Y3 S1 course manuals).</p> <p>1.10 Ask tutors to tell how students employed the teaching, learning and</p>	<p><i>Sample Subject Portfolio</i></p> <p><i>a. Conduct Quizzes, Assignments and group presentations</i></p> <p><i>b. Tutors to take pictures of classroom interactions involving a learner with ASD and/or SLD during STS.</i></p> <p><i>c. Interview and analyze the interview data collected from teachers during STS</i></p> <p><i>d. discuss (in groups, individually and whole class, using power-points as applicable) and write reports on the findings of the data</i></p> <p><i>e. Keep/file the reports in their subject portfolio</i></p> <p><i>Student teacher present a comprehensive report on their findings</i></p> <p>1b. PD Session 1</p> <p>1.9 Recap/review previous lessons that have a bearing on the current lesson. In small mixed ability and gender groups compile your ideas on a flip chart for a whole-group discussion</p> <p>Eg.,</p> <p>a. Tutors have taken courses in Communication disorders, Related Services and Augmentative Communication Modes (References: Y2 S1, Y2 S2 and Y3 S1 course manuals).</p> <p>1.10 Tell how students employed the teaching, learning and</p>	
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	<p>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 for discussion).</i></p> <p>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 manual)</p> <p>1.12 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>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</i></p>	<p>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.</p> <p>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)</p> <p>1.12 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>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</i></p>	
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	<p><i>High Schools could be effectively managed in class</i></p> <p>1.13 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>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</p>	<p><i>High Schools could be effectively managed in class</i></p> <p>1.13 Identify areas where you might require clarification on any aspect of the lesson, for r whole group discussion and redress.</p> <p>1.14 Pair up, (gender balance preferred) plan and draw a workable plan for your teaching as they go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to read the course manual and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Examples of barriers to learning:</p> <ol style="list-style-type: none"> Large class sizes; Poor Internet connectivity; Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities Ignorance about the rights of persons with disabilities 	<p>2.1 Read the course manual and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Examples of barriers to learning:</p> <ol style="list-style-type: none"> Large class sizes; Poor Internet connectivity; Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities Ignorance about the rights of persons with disabilities 	15 mins

	<p>vi. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities</p> <p><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.</p> <p><i>Examples of concepts/ pedagogy being introduced</i> a. autism spectrum disorders b. Specific Learning Disabilities</p>	<p>vi. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities</p> <p><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.</p> <p><i>Examples of concepts/ pedagogy being introduced</i> a. autism spectrum disorders b. Specific Learning Disabilities</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness 	<p>3.1 Ask tutors to read the course manual and discuss the teaching and learning activities in the lesson</p> <p><i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and</p>	<p>3.1 Read the course manual and discuss the teaching and learning activities in the lesson</p> <p><i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and</p>	

<p>and ICT and 21st C skills</p> <ul style="list-style-type: none"> • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ 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 ○ guidance on any power point presentations, TLM or other 	<p>characteristics of learners with ASD</p> <p>e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</p> <p>f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD</p> <p>g. Computer-based instructions for learners with ASD (Social stories)</p> <p>h. Shower thoughts on effective instructional strategies for learners with ASD</p> <p>i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD</p> <p>j. Computer based instructions for learners with ASD (Social stories)</p> <p>k. Concept-cartooning of SLD</p> <p>l. Tutor-led sessions on the history of SLD</p> <p>3.2 Ask tutors to read the course manual and note areas where they may require clarification for further large group discussions</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS</p>	<p>characteristics of learners with ASD</p> <p>e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</p> <p>f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD</p> <p>g. Computer-based instructions for learners with ASD (Social stories)</p> <p>h. Shower thoughts on effective instructional strategies for learners with ASD</p> <p>i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD</p> <p>j. Computer based instructions for learners with ASD (Social stories)</p> <p>k. Concept-cartooning of SLD</p> <p>l. Tutor-led sessions on the history of SLD</p> <p>3.2 Read the course manual and note down areas where you may require clarification for further large group discussions</p> <p>3.3 Read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS.</p>	
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<p>resources which need to be developed to support learning</p> <ul style="list-style-type: none"> • Tutors should be expected to have a plan for the next lesson for student teachers 	<p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> <i>Tutors to note and appreciate the fact that SEN embodies GESI issue.</i></p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use of mart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</i></p> <p>3.5 Remind Tutors of subject projects and let them share information on how students are working on these as appropriate.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of</i></p>	<p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> Tutors to note that SEN embodies GESI</p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use of mart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</i></p> <p>3.5 Share information on how students are working on their subject projects as appropriate.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of</i></p>	
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	<p><i>teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to 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</p> <p><i>Examples of Resources:</i> <i>a. Audio visuals from YouTube</i> <i>b. Samples of inventories and checklists</i> <i>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</i> <i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<p><i>teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to 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</p> <p><i>Examples of Resources:</i> <i>a. Audio visuals from YouTube</i> <i>b. Samples of inventories and checklists</i> <i>c. Tutors prepare and use PowerPoint for their presentations</i> <i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.7 Prepare a plan for the next lesson.</p>	
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

<ul style="list-style-type: none"> • 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 	<p>their lesson and report on it at next session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<p>and report on it at next session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	
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Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND
SPECIFIC LEARNING DISABILITIES**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 <ul style="list-style-type: none"> 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. 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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</p>	<p>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)</p> <p>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</p>	20 mins

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning 	<p>Reminder: Remind tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> demonstrate knowledge and understanding of the characteristics of learners with Auditory Spectrum Disorders (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain autism spectrum disorders</p> <p>1.3 Ask tutors to 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 for discussion).</i></p> <p>1.4 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</p>	<p>Reminder: Remind tutors reminded of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><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)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain autism spectrum disorders</p> <p>1.3 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</p> <p>1.4 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</p>	
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<p>outcomes and indicators</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>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</i></p> <p>1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>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</p>	<p>interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.5 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>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</i></p> <p>1.6 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>1.7 Pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, potential barriers 	<p>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</p>	<p>2.1 Read and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion</p>	<p>15 mins</p>

<p>to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Examples of barriers to learning:</p> <ul style="list-style-type: none"> a. large class sizes; b. Poor Internet connectivity; c. Student teachers' misconceptions about causes of 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 students/learners with autism spectrum disorders and Specific Learning Disabilities <p><i>Examples of new learning:</i></p> <ul style="list-style-type: none"> a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD. <p><i>Examples of concepts/pedagogy being introduced</i></p> <ul style="list-style-type: none"> a. autism spectrum disorders <p>Specific Learning Disabilities</p> <p>Examples of concepts/pedagogy being introduced</p> <ul style="list-style-type: none"> a. autism spectrum disorders b. Specific Learning Disabilities 	<p>Examples of barriers to learning:</p> <ul style="list-style-type: none"> a. large class sizes; b. Poor Internet connectivity; c. Student teachers' misconceptions about causes of 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 students/learners with autism spectrum disorders and Specific Learning Disabilities <p><i>Examples of new learning:</i></p> <ul style="list-style-type: none"> a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD. <p><i>Examples of concepts/pedagogy being introduced</i></p> <ul style="list-style-type: none"> a. autism spectrum disorders <p>Specific Learning Disabilities</p> <p>Examples of concepts/pedagogy being introduced</p> <ul style="list-style-type: none"> a. autism spectrum disorders b. Specific Learning Disabilities 	
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<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities in the lesson <i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <ol style="list-style-type: none"> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD 	<p>3.1 Read and discuss the teaching and learning activities in the lesson <i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <ol style="list-style-type: none"> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD 	
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<p>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</p> <ul style="list-style-type: none"> ○ 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 	<p>j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further large group discussions</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> <i>Tutors to note and appreciate the fact that SEN embodies GESI issue.</i></p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use of mart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</i></p>	<p>j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD</p> <p>3.2 Read and note down areas where you may require clarification for further large group discussions</p> <p>3.3 Read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS.</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> Tutors to note that SEN embodies GESI</p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use smart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</i></p>	
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	<p><i>collaboration and communication</i> Reminder: Remind Tutors of subject projects.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> <i>Refer Tutors to specific PD themes and lead them to 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></p>	<p><i>collaboration and communication</i> Reminder: Tutors are reminded of subject projects.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> <i>Refer Tutors to specific PD themes and lead them to 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></p>	
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	<p><i>Examples of Resources:</i></p> <p><i>a. Audio visuals from YouTube</i></p> <p><i>b. Samples of inventories and checklists</i></p> <p><i>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</i></p> <p><i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p><i>Examples of Resources:</i></p> <p><i>a. Audio visuals from YouTube</i></p> <p><i>b. Samples of inventories and checklists</i></p> <p><i>c. Tutors prepare and use PowerPoint for their presentations</i></p> <p><i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.6 Prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe lesson and report on it at next session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification.</p>	<p>4.1 Identify a critical friend to observe lessons and report at next session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	15 mins

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 <ul style="list-style-type: none"> • 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. 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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</p>	<p>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)</p> <p>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</p>	20 mins

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the 	<p>Reminder: Remind Tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> demonstrate knowledge and understanding of the characteristics of learners with Auditory Spectrum Disorders (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain autism spectrum disorders</p> <p>1.2 Ask tutors to 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 for discussion).</i></p> <p>1.3 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</p>	<p>Reminder: Tutors are reminded of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><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)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain autism spectrum disorders</p> <p>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 classroom work in STS in year 4 semester 1.</p> <p>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</p>	
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<p>lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>issues that are of interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.4 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Basic knowledge on the etiology of and risk factors associated with autism spectrum disorders (ASD)</p> <p>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.</p> <p>1.6 Ask tutors to pair up (gender balance preferred), plan for their teaching as they go through this PD session</p>	<p>are of interest and relevance to you and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Basic knowledge on the etiology of and risk factors associated with autism spectrum disorders (ASD)</p> <p>1.5 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and for redress.</p> <p>1.6 Form pairs to plan for your teaching as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s)</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, potential barriers to learning for student teachers or students, 	<p>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</p> <p>Examples of barriers to learning: a. large class sizes;</p>	<p>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</p> <p>Examples of barriers to learning: a. large class sizes;</p>	<p>15 mins</p>

<p>concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>b. Poor Internet connectivity;</p> <p>c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities</p> <p><i>Examples of new learning:</i></p> <p>a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.</p> <p><i>Examples of concepts/pedagogy being introduced</i></p> <p>a. autism spectrum disorders Specific Learning Disabilities</p> <p>Examples of concepts/pedagogy being introduced</p> <p>a. autism spectrum disorders b. Specific Learning Disabilities</p>	<p>b. Poor Internet connectivity;</p> <p>c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities</p> <p><i>Examples of new learning:</i></p> <p>a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.</p> <p><i>Examples of concepts/pedagogy being introduced</i></p> <p>a. autism spectrum disorders Specific Learning Disabilities</p> <p>Examples of concepts/pedagogy being introduced</p> <p>a. autism spectrum disorders Specific Learning Disabilities</p>	
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<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities in the lesson <i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <ol style="list-style-type: none"> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD 	<p>3.1 Read and discuss the teaching and learning activities in the lesson <i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <ol style="list-style-type: none"> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD 	
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<p>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</p> <ul style="list-style-type: none"> ○ 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 	<p>j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further large group discussions</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS</p> <p>3.5 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> <i>Tutors to note and appreciate the fact that SEN embodies GESI issue.</i></p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use of smart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</i></p>	<p>j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD</p> <p>3.2 Read and note down areas where you may require clarification for further large group discussions</p> <p>3.3 Read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS.</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> <i>Tutors to note that SEN embodies GESI</i></p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use smart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</i></p>	
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	<p><i>collaboration and communication</i></p> <p>Reminder: Remind Tutors of subject projects.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> <i>Refer Tutors to specific PD themes and lead them to 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></p>	<p><i>collaboration and communication</i></p> <p><i>Reminder:</i> Tutors are reminded of subject projects.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> <i>Refer Tutors to specific PD themes and lead them to 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></p>	
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	<p><i>Examples of Resources:</i></p> <p><i>a. Audio visuals from YouTube</i></p> <p><i>b. Samples of inventories and checklists</i></p> <p><i>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</i></p> <p><i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p><i>Examples of Resources:</i></p> <p><i>a. Audio visuals from YouTube</i></p> <p><i>b. Samples of inventories and checklists</i></p> <p><i>c. Tutors prepare and use PowerPoint for their presentations</i></p> <p><i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.6. Prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe lessons and report at next session.</p> <p>4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification.</p>	<p>4.1 Identify a critical friend to observe the week's lessons and report at the next PD session.</p> <p>4.2 Tutors bring up outstanding issues relating to the lesson/s for clarification.</p>	15 mins

Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND SPECIFIC
LEARNING DISABILITIES**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 <ul style="list-style-type: none"> • 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 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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</p>	<p>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)</p> <p>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</p>	20 mins

<ul style="list-style-type: none"> • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including 	<p>Reminder: Remind Tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and understanding of the effects of Auditory Spectrum Disorders (ASD) on learning (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain autism spectrum disorders</p> <p>1.2 Ask tutors to 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 for discussion).</i></p> <p>1.3 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</p>	<p>Reminder: Tutors are reminded of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Tutors demonstrate knowledge and understanding of the Effects of Autism Spectrum Disorders [ASD] on Learning). (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain autism spectrum disorders</p> <p>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 classroom work in STS in year 4 semester 1.</p> <p>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 are of interest and</p>	
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<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.4 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Basic knowledge on the etiology of and risk factors associated with autism spectrum disorders (ASD)</p> <p>1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>1.6 Ask tutors to pair up (gender balance preferred), plan and draw a workable plan for their teaching as they go through this PD session</p>	<p>relevance to you and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Basic knowledge on the etiology of and risk factors associated with autism spectrum disorders (ASD)</p> <p>1.5 Tutors identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>1.6 Pair up (gender balance preferred), plan and draw a workable plan for your teaching as they go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> Identification and discussion of new learning, potential barriers to learning for student teachers 	<p>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</p> <p>Examples of barriers to learning: a. large class sizes;</p>	<p>2.1 Read and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Examples of barriers to learning: a. large class sizes;</p>	<p>15 mins</p>

<p>or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>b. Poor Internet connectivity;</p> <p>c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with autism spectrum disorders and Specific Learning Disabilities</p> <p><i>Examples of new learning:</i></p> <p>a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.</p> <p><i>Examples of concepts/pedagogy being introduced</i></p> <p>a. autism spectrum disorders Specific Learning Disabilities</p> <p>Examples of concepts/pedagogy being introduced</p> <p>a. autism spectrum disorders b. Specific Learning Disabilities</p>	<p>b. Poor Internet connectivity;</p> <p>c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p><i>Examples of new learning:</i></p> <p>a. Tutors acquire knowledge about causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.</p> <p><i>Examples of concepts/pedagogy being introduced</i></p> <p>a. autism spectrum disorders Specific Learning Disabilities</p> <p>Examples of concepts/pedagogy being introduced</p> <p>a. autism spectrum disorders b. Specific Learning Disabilities</p>	
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<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities in the lesson <i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <ol style="list-style-type: none"> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD 	<p>3.1 Read and discuss the teaching and learning activities in the lesson <i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <ol style="list-style-type: none"> a. Concept cartooning on ASD b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD 	
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<p>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</p> <ul style="list-style-type: none"> ○ 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 	<p>j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further large group discussions</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> <i>Tutors to note and appreciate the fact that SEN embodies GESI issue.</i></p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use of mart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</i></p>	<p>j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD</p> <p>3.2 Read and note down areas where you may require clarification for further large group discussions</p> <p>3.3 Read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS.</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> Tutors to note that SEN embodies GESI</p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use smart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</i></p>	
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	<p><i>collaboration and communication</i></p> <p>Reminder: Remind Tutors of subject projects.</p> <p>Share information on how students are working on their subject projects as appropriate.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web,</p>	<p><i>collaboration and communication</i></p> <p>Reminder: Tutors are reminded of subject projects.</p> <p>Share information on how students are working on their subject projects as appropriate.</p> <p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web,</p>	
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	<p>YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><i>Examples of Resources:</i> 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</p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p>YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><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</p> <p>3.6 Prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification.</p> <p>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 teaching philosophies.</i></p>	<p>4.1 Identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Bring up outstanding issues relating to the lesson/s for clarification.</p> <p>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 teaching philosophies.</i></p>	15 mins

Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

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

**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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. 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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</p>	<p>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)</p> <p>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</p>	20 mins

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and 	<p>Reminder: Remind Tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and understanding of the effects of Auditory Spectrum Disorders (ASD) on learning (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain Autism Spectrum Disorders</p> <p>1.3 Ask tutors to 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 for discussion).</i></p> <p>1.4 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</p>	<p>Reminder: Tutors reminded of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Tutors demonstrate knowledge and understanding of the Effects of Autism Spectrum Disorders [ASD] on Learning). (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain Autism Spectrum Disorders</p> <p>1.3 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.</p> <p>1.4 Read silently and individually, the introductory sections of the lesson up to and including learning outcomes and indicators. Comment on/discuss issues that</p>	
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<p>including learning outcomes and indicators</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>issues that are of interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Effects of Autism Spectrum Disorders (ASD) on learning</p> <p>1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>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</p>	<p>are of interest and relevance to you and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.5 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Effects of Autism Spectrum Disorders (ASD) on learning</p> <p>1.6 Tutors identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>1.7 Be in pairs (gender balance preferred), plan and draw a workable plan for your teaching as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, potential barriers to learning for student teachers or students, 	<p>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</p> <p>Examples of barriers to learning: a. large class sizes; b. Poor Internet connectivity;</p>	<p>2.1 Read and identify new learning, potential barriers to learning and, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Examples of barriers to learning: a. Large class sizes; b. Poor Internet connectivity;</p>	<p>15 mins</p>

<p>concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p><i>Examples of new learning:</i></p> <p>a. Tutors acquire knowledge about effects, causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.</p> <p><i>Examples of concepts/pedagogy being introduced</i></p> <p>a. Autism Spectrum Disorders</p> <p>b. Specific Learning Disabilities</p>	<p>c. Student teachers' misconceptions about causes of autism spectrum disorders and specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p><i>Examples of new learning:</i></p> <p>a. Tutors acquire knowledge about effects, causes, characteristics, identification cues and early intervention techniques for learners with ASD and SLD.</p> <p><i>Examples of concepts/pedagogy being introduced</i></p> <p>a. Autism Spectrum Disorders</p> <p>b. Specific Learning Disabilities</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities in the lesson</p> <p><i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <p>a. Concept cartooning on ASD</p>	<p>3.1 Read and discuss the teaching and learning activities in the lesson</p> <p><i>(Reference to the Course Manual)</i></p> <p><i>Examples of Teaching and learning Activities:</i></p> <p>a. Concept cartooning on ASD</p>	

<ul style="list-style-type: none"> • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical 	<ul style="list-style-type: none"> b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD <p>3.2 Ask tutors to read and note areas where they may require clarification</p>	<ul style="list-style-type: none"> b. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level d. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD e. Use of communication games, puzzles and videos to explain the meaning and types of communication disorders f. Tutor-led demonstrations on the assessment of the learning progress of learners with ASD g. Computer-based instructions for learners with ASD (Social stories) h. Shower thoughts on effective instructional strategies for learners with ASD i. Effective communication between the tutor and student teacher and critical analysis of best practices for learners with ASD j. Computer based instructions for learners with ASD (Social stories) k. Concept-cartooning of SLD l. Tutor-led sessions on the history of SLD <p>3.2 Read and note down areas where you may require clarification for</p>	
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<p>resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>for further large group discussions</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> <i>Tutors to note and appreciate the fact that SEN embodies GESI issue.</i></p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use of mart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</i></p> <p>Reminder: Remind Tutors of subject projects.</p> <p>3.5 Share information on how students are working on their subject projects as appropriate</p>	<p>further large group discussions</p> <p>3.3 Read relevant portions of the Basic School Curriculum and write down and discuss opportunities for making links during STS.</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p><i>Note:</i> <i>GESI:</i> Tutors to note that SEN embodies GESI</p> <p><i>ICT and 21st Century Skills:</i> <i>a. Use smart phones to surf for information online</i> <i>b. Use smart phones to download information from YouTube</i> <i>c. Use PowerPoint for group presentations</i> <i>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</i></p> <p>Reminder: Tutors are reminded of subject projects.</p> <p>3.5 Share information on how students are working on their subject projects as appropriate</p>	
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	<p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to 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</p> <p><i>Examples of Resources:</i> <i>a. Audio visuals from YouTube</i> <i>b. Samples of inventories and checklists</i></p>	<p>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</p> <p><i>Reminder: Subject Project:</i> <i>a. Tutors design a simple interview protocol to sample the views of teachers in schools on best practices in identification and management of learners with ASD and SLD and, present a report</i></p> <p><i>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.</i></p> <p><i>Note on Resources:</i> Refer Tutors to specific PD themes and lead them to 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</p> <p><i>Examples of Resources:</i> <i>a. Audio visuals from YouTube</i> <i>b. Samples of inventories and checklists</i></p>	
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	<p><i>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</i></p> <p><i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p><i>c. Tutors prepare and use PowerPoint for their presentations</i></p> <p><i>d. Tutors develop TLMs/ other resources need to support learning</i></p> <p>3.6 Tutors prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week’s lessons and report at the next PD session.</p> <p>4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification.</p> <p>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 teaching philosophies.</i></p>	<p>4.1 Identify a critical friend to observe the week’s lessons and report at the next PD session.</p> <p>4.2 Bring up outstanding issues relating to the lesson/s for clarification.</p> <p>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 teaching philosophies.</i></p>	15 mins

Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABILITIES

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)

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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 mixed ability/gender</p>	<p>1.1 Lesson begins with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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 groups Tutors list their</p>	<p>20 mins</p>

<p>subject/s, age levels/s.</p> <ul style="list-style-type: none"> • Introduction to the course manual/s • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the 	<p>groups ask tutors to list their observations on a flip chart for a whole-group discussion</p> <p>Reminder Remind Tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and understanding of the effects of Auditory Spectrum Disorders (ASD) on learning (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain Autism Spectrum Disorders</p> <p>1.3 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 Y3 S2 course manual)</p> <p>1.4 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p>	<p>observations on a flip chart for a whole-group discussion</p> <p>Reminder: Tutors are reminded of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and understanding of the effects of Auditory Spectrum Disorders (ASD) on learning (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain Autism Spectrum Disorders</p> <p>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 are of interest and relevance to you and also discuss how the LOs and Lis are aligned (Reference to Y3 S2 course manual)</p> <p>1.4 Read relevant portions of the course manual, discuss and identify any distinctive aspects of the lesson/s.</p>	
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<p>introductory sections of the lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p><i>Example of distinctive features:</i> Effects of Autism Spectrum Disorders (ASD) on learning</p> <p>1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>1.6 Ask tutors to pair up (gender balance preferred), draw a work-plan for their teaching as they go through this PD session</p>	<p><i>Example of distinctive features:</i> Effects of Autism Spectrum Disorders (ASD) on learning</p> <p>1.5 Identify areas where you might require clarification on any aspect of the lesson, for whole group discussion and redress.</p> <p>1.6 In pairs (a mix of both genders preferred), draw a work-plan for your teaching as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 	<p>2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Set out what tutors need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of autism spectrum disorders and specific learning disabilities</p>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Tutors discuss what they need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes; b. Poor Internet connectivity; c. Misconceptions about causes of autism spectrum disorders and specific learning disabilities</p>	<p>15 mins</p>

<p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for teaching students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>a. Tutors acquire knowledge about best practices in teaching learners with ASD with emphasis on instructional strategies, causes, characteristics/identification cues early intervention techniques for learners with ASD and SLD.</p> <p>Examples of concepts/pedagogy being introduced</p> <p>a. Autism Spectrum Disorders (ASD)</p> <p>b. Specific Learning Disabilities (SLD)</p>	<p>d. Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for teaching students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>a. Tutors acquire knowledge about causes, characteristics/identification cues early intervention techniques for learners with ASD and SLD.</p> <p>Examples of concepts/pedagogy being introduced</p> <p>a. Autism Spectrum Disorders (ASD)</p> <p>b. Specific Learning Disabilities (SLD)</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities in the course</p> <p><i>(Refer to the Course Manual)</i></p> <p>Examples of Teaching and learning Activities:</p> <p>a. Face-to-face- lecturette</p> <p>b. Discussions and talk for learning approaches that would be used to introduce</p>	<p>3.1 Read and discuss teaching and learning activities in the course</p> <p><i>(Refer to the Course Manual)</i></p> <p>Examples of Teaching and learning Activities:</p> <p>a. Face-to-face- lecturette</p> <p>b. Discussions and talk for learning approaches that would be used to introduce</p>	

<p>where tutors may require clarification</p> <ul style="list-style-type: none"> • 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 learning • Resources: <ul style="list-style-type: none"> ○ 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; 	<p>the lesson and help students examine the effects of ASD n the spoken language and communication of the child</p> <p>c. Seminar-Small group and mixed group presentations and discussions on the effects of ASD on the socialization interpersonal and relationships and behaviors of the child.</p> <p>Note: Ensure that female and male as well as learners with SEN participate fully</p> <p>d. Concept cartooning on ASD</p> <p>e. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage</p> <p>f. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD</p> <p>g. Computer-based instructions for learners with ASD (Social stories)</p> <p>h. Shower thoughts on effective instructional strategies for learners with ASD</p> <p>i. Computer based instructions for learners with ASD (Social stories)</p> <p>j. Tutor-led sessions on the history of SLD</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion.</p>	<p>the lesson and help students examine the effects of ASD n the spoken language and communication of the child</p> <p>c. Seminar-Small group and mixed group presentations and discussions on the effects of ASD on the socialization interpersonal and relationships and behaviors of the child.</p> <p>Note: Ensure that female and male as well as learners with SEN participate fully</p> <p>d. Concept cartooning on ASD</p> <p>e. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage</p> <p>f. Shower thoughts and tutor-led sessions on the identification and characteristics of learners with ASD</p> <p>g. Computer-based instructions for learners with ASD (Social stories)</p> <p>h. Shower thoughts on effective instructional strategies for learners with ASD</p> <p>i. Computer based instructions for learners with ASD (Social stories)</p> <p>j. Tutor-led sessions on the history of SLD</p> <p>3.2 Read and note down areas where you may require clarification for further discussion</p>	
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<p>how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI issue.</p> <p>ICT and 21st Century Skills: a. Use of smart phones to 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</p> <p><i>Reminders: -Remind Tutors of subject projects for the Course. As the Student Internship in Year 4 Sem 1 is approaching, student teachers need to be prompted to start thinking about how they would use the knowledge and skills set acquired in the identification and management of learners with SEN in their</i></p>	<p>3.3 Read relevant portions of the Basic School Curriculum and discuss opportunities for making links during STS</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p> <p>ICT and 21st Century Skills: a. Use of smart phones to 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</p> <p><i>Reminder: Remind Tutors of subject projects for the Course. As the Student Internship in Year 4 Sem 1 is approaching, student teachers need to be prompted to start thinking about how they would use the knowledge and skills set acquired in the identification and management of learners with SEN in their</i></p>	
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	<p><i>observation and teaching during the up-coming internship.</i></p> <p>3.5 Share information on how students are working on their subject projects as appropriate</p> <p>3.6 Ask tutors to discuss at least two opportunities to use continuous assessment to support student teacher learning: i.e., Subject portfolio and project portfolio</p> <p><i>Example of Project:</i></p> <p><i>a. Tutors identify and write short reports on best practices in teaching learners with ASD and SLD</i></p> <p><i>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.</i></p> <p>3.7 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</p>	<p><i>observation and teaching during the up-coming internship.</i></p> <p>3.5 Share information on how students are working on their subject projects as appropriate</p> <p>3.6 Discuss at least two opportunities to use continuous assessment to support student teacher learning: i.e., Subject portfolio and project portfolio</p> <p><i>Example of Project:</i></p> <p><i>a. Tutors identify and write short reports on best practices in teaching learners with ASD and SLD</i></p> <p><i>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.</i></p> <p>3.7 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</p>	
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	<p>Examples of Resources:</p> <p>a. Audio visuals from YouTube</p> <p>b. Samples of inventories and checklists</p> <p>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</p> <p>d. Tutors develop TLMs/ other resources need to support learning</p> <p>3.8 Ask tutors to draw a plan for the next lesson.</p>	<p>Examples of Resources:</p> <p>a. Audio visuals from YouTube</p> <p>b. Samples of inventories and checklists</p> <p>c. Tutors prepare and use PowerPoint for their presentations</p> <p>d. Tutors develop TLMs/ other resources need to support learning</p> <p>3.8 Draw a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week’s lessons and report at next PD session.</p> <p>4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification.</p> <p>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 teaching philosophies.</i></p>	<p>4.1 Identify a critical friend to observe the week’s lessons and report at next PD session.</p> <p>4.2 Bring up outstanding issues relating to the lesson/s for clarification.</p> <p>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 teaching philosophies.</i></p>	15 mins

Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND SPECIFIC
LEARNING DISABILITIES**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 <ul style="list-style-type: none"> • 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. 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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</p>	<p>1.1 PD session starts with an Ice breaker- A volunteer shares an ice breaker that preferably is related to the Course.</p> <p>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</p>	20 mins

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including 	<p>Reminder: Remind Tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and understanding of the effects of Auditory Spectrum Disorders (ASD) on learning (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain Autism Spectrum Disorders</p> <p>1.3 Ask tutors to tell how students employed the teaching, learning and assessments strategies they learner 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 (Collect a few examples for discussion)</p> <p>1.4 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</p>	<p>Reminder: Remind Tutors of the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and understanding of the effects of Auditory Spectrum Disorders (ASD) on learning (Reference: NTECTF, Bullet 4 p. 23; bullet 2 p. 42; NTS 3i)</p> <p><i>Example of Lis</i> Student teachers will identify the key elements that explain Autism Spectrum Disorders</p> <p>1.3 Tutors tell how students employed the teaching, learning and assessments strategies they learner 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 (Collect a few examples for discussion)</p> <p>1.4 Read the introductory sections of the lesson up to and including learning outcomes and indicators. Tutors comment on/discuss issues that are of interest and relevance to you and also how the</p>	
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<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>interest and relevance to them and also how the LOs and LIs are aligned (Reference to Y3 S2 course manual)</p> <p>1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Effects of Autism Spectrum Disorders (ASD) on learning</p> <p>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.</p> <p>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</p>	<p>LOs and LIs are aligned to each other (Reference to Y3 S2 course manual)</p> <p>1.5 Read relevant portions of the course manual, discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example of distinctive features:</i> Effects of Autism Spectrum Disorders (ASD) on learning</p> <p>1.6 Identify areas where they might require clarification on any aspect of the lesson, for whole group discussion and for redress.</p> <p>1.7 Form pairs (gender balance preferred) to draw a work- plan for your teaching, as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or 	<p>2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Set out what tutors need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes;</p>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Discuss what you need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes;</p>	<p>15 mins</p>

<p>pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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 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</p> <p>Examples of new learning: a. Tutors acquire knowledge about the Concept “Specific Learning Disabilities (SLD).</p> <p>Examples of concepts/pedagogy being introduced a. Specific Learning Disabilities (SLD)</p>	<p>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 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</p> <p>Examples of new learning: a. Tutors acquire knowledge about the Concept “Specific Learning Disabilities (SLD).</p> <p>Examples of concepts/pedagogy being introduced a. Specific Learning Disabilities (SLD)</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities in the course <i>(Refer to the Course Manual)</i></p> <p>Examples of Teaching and learning Activities: a. Face-to-face- lecturette b. Discussions and talk for learning approaches that would be used to introduce the lesson and help</p>	<p>3.1 Read and discuss teaching and learning activities in the course <i>(Refer to the Course Manual)</i></p> <p>Examples of Teaching and learning Activities: a. Face-to-face- lecturette b. Discussions and talk for learning approaches that would be used to introduce the lesson and help</p>	

<p>require clarification</p> <ul style="list-style-type: none"> • 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 learning • Resources: <ul style="list-style-type: none"> ○ 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 	<p>students examine the concept of specific learning disabilities.</p> <p>Note: Ensure that female and male as well as learners with SEN participate fully</p> <ol style="list-style-type: none"> a. Concept cartooning on SLD b. Video shows of learners with Specific Learning Disabilities in their adolescent stage c. Computer-based instructions for learners with SLD d. Shower thoughts on effective instructional strategies for learners with SLD e. Computer based instructions for learners with SLD f. Tutor-led sessions on the history of SLD <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion.</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI issue.</p>	<p>students examine the concept of specific learning disabilities.</p> <p>Note: Ensure that female and male as well as learners with SEN participate fully</p> <ol style="list-style-type: none"> a. Concept cartooning on SLD b. Video shows of learners Specific Learning Disabilities in their adolescent stage c. Computer-based instructions for learners with SLD d. Shower thoughts on effective instructional strategies for learners with SLD e. Computer based instructions for learners with SLD f. Tutor-led sessions on the history of SLD <p>3.2 Read and note down areas where you may require clarification for further discussion</p> <p>3.3 Read relevant portions of the Basic School Curriculum and discuss opportunities for making links during STS</p> <p>3.4 Tutors identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p>	
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<p>used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>ICT and 21st Century Skills:</p> <ol style="list-style-type: none"> a. Use of smart phones to 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 <p>examples of links to online materials: publication">https://reserachgate.net>publication 299611330_Pullen_Paige_C u.</p> <p><i>Reminder:</i></p> <ol style="list-style-type: none"> 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 Year 4 Sem 1 is approaching, student teachers need to be prompted to start thinking about how they would use the knowledge and skills set acquired in the identification and management of learners with SEN in their observation and teaching during the up-coming internship. 	<p>ICT and 21st Century Skills:</p> <ol style="list-style-type: none"> a. Use of smart phones to 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 <p>examples of links to online materials: publication">https://reserachgate.net>publication 299611330_Pullen_Paige_C u.</p> <p><i>Reminder:</i></p> <ol style="list-style-type: none"> 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 Year 4 Sem 1 is approaching, student teachers need to be prompted to start thinking about how they would use the knowledge and skills set acquired in the identification and management of learners with SEN in their observation and teaching during the up-coming internship. 	
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	<p>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</p> <p><i>Example of Project:</i></p> <p>a. Identify and write short reports on best practices in teaching learners with ASD and SLD</p> <p>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.</p> <p>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</p> <p>Examples of Resources:</p> <p>a. Audio visuals from YouTube</p> <p>b. Samples of inventories and checklists</p> <p>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</p>	<p>3.5 Discuss at least two opportunities to use continuous assessment to support student teacher learning: i.e., Subject portfolio and project portfolio</p> <p><i>Example of Project:</i></p> <p>a. Identify and write short reports on best practices in teaching learners with ASD and SLD</p> <p>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.</p> <p>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</p> <p>Examples of Resources:</p> <p>a. Audio visuals from YouTube</p> <p>b. Samples of inventories and checklists</p> <p>c. Tutors prepare and use PowerPoint for their presentations</p>	
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	<p>d. Tutors develop TLMs/ other resources need to support learning</p> <p>3.7 Ask tutors to draw a plan for the next lesson.</p>	<p>d. Tutors develop TLMs/ other resources need to support learning</p> <p>3.7 Draw a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week’s lessons and report at the next PD session.</p> <p>4.2 Ask Tutors to bring up any outstanding issues relating to the lesson/s for clarification.</p> <p><i>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.</i></p>	<p>4.1 Identify a critical friend to observe the week’s lessons and report at next PD session.</p> <p>4.2 Tutors bring up outstanding issues relating to the lesson/s for clarification.</p> <p><i>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.</i></p>	15 mins

Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND SPECIFIC
LEARNING DISABILITIES**Lesson Title: 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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>1.2 Welcome Tutors to the week’s PD session (Lesson 8)</p> <p>Reminder: Remind Tutors about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> - Demonstrate knowledge and an understanding of</p>	<p>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)</p> <p>1.2 Tutors welcomed to the week’s PD session</p> <p>Reminder: Remind Tutors about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> Demonstrate knowledge and an understanding of</p>	20 mins

<ul style="list-style-type: none"> • 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. 	<p>the types of Specific learning Disabilities (NTECF, bullet4, p. 23; bullet 2 p. 42; NTS 3i)</p> <p>Exhibit understanding of the causes of Specific Learning Disabilities among children. (NTS, 3m, NTECF, bullet 6, p 43).</p> <p><i>Example of LIs</i> Demonstrate skills in identifying the causes Specific Learning Disabilities among children</p> <p>1.3 Ask tutors to recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson:</p> <p><i>Examples:</i> The concept of learning disabilities.</p> <p>1.4 Ask Tutors to read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p>	<p>the types of Specific learning Disabilities (NTECF, bullet4, p. 23; bullet 2 p. 42; NTS 3i)</p> <p>Exhibit understanding of the causes of Specific Learning Disabilities among children. (NTS, 3m, NTECF, bullet 6, p 43).</p> <p>Example of LIs Demonstrate skills in identifying the causes Specific Learning Disabilities among children</p> <p>1.3 A tutors to recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson:</p> <p><i>Examples:</i> The concept of learning disabilities.</p> <p>1.4 Read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p>	
<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	<p>1.5 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example:</i> Student teachers will demonstrate ability to identify the types of Specific Learning Disabilities at the Junior High School level</p>	<p>1.5 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>Example:</i> Student teachers will demonstrate ability to identify the types of Specific Learning Disabilities at the Junior High School level</p>	

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, <p>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</p>	<p>1.6 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.7 Ask tutors to think through and draw a workable plan for their teaching as they go through this PD session</p>	<p>1.6 Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.7 Think through and draw a workable plan for teaching as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Set out what tutors need to do to introduce and explain the issues</p> <p>Examples of barriers:</p> <ol style="list-style-type: none"> Large class sizes; Poor Internet connectivity; Misconceptions about causes of autism spectrum disorders and specific learning disabilities Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities 	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Tutors discuss what they need to do to introduce and explain the issues</p> <p>Examples of barriers:</p> <ol style="list-style-type: none"> Large class sizes; Poor Internet connectivity; Misconceptions about causes of autism spectrum disorders and specific learning disabilities Inadequate locally designed and culturally specific tools to identify learners with Auditory Spectrum Disorders and Specific Learning disabilities 	<p>15 mins</p>

	<p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>a. Student –teachers will acquire knowledge about types of Learning Disabilities (NTECF, bullet4, p. 23; bullet 2 p. 42; NTS 3i</p> <p>b. Causes, identification cues and early intervention techniques for learners with SLD.</p> <p>Examples of concepts/pedagogy being introduced</p> <p>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</p> <p>Disabilities:</p> <p>b. Specific Learning Disabilities:</p> <p>Types of Specific Learning Disabilities: Dyslexia; Dysgraphia; Dyscalculia; Disorthographia; Aphasia; Agnosia</p> <p>c. Causes, /identification cues early intervention techniques for learners with SLD.</p>	<p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>a. Student –teachers will acquire knowledge about types of Learning Disabilities (NTECF, bullet4, p. 23; bullet 2 p. 42; NTS 3i</p> <p>b. Causes, identification cues and early intervention techniques for learners with SLD.</p> <p>Examples of concepts/ pedagogy being introduced</p> <p>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</p> <p>Disabilities:</p> <p>b. Specific Learning Disabilities:</p> <p>Types of Specific Learning Disabilities: Dyslexia; Dysgraphia; Dyscalculia; Disorthographia; Aphasia; Agnosia</p> <p>c. causes, /identification cues early intervention techniques for learners with SLD.</p>	
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<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)</p> <p>Examples of Teaching and learning Activities:</p> <p>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 (Dyslexia; Dysgraphia; Dyscalculia; Disorthographia; Aphasia; Agnosia)</p> <p>b. Seminar: small mixed ability groups presentations and discussions on the Causes of Specific Learning Disabilities</p> <p>c. Concept cartooning on SLD</p> <p>d. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage</p> <p>e. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level</p> <p>f. Tutor-led sessions on the history of SLD</p> <p>g. Independent Study: Use appropriate ICT tools to search for web site for information on the Types of Specific Learning Disabilities (Dyslexia; Dysgraphia;</p>	<p>3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)</p> <p>Examples of Teaching and learning Activities:</p> <p>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 (Dyslexia; Dysgraphia; Dyscalculia; Disorthographia; Aphasia; Agnosia)</p> <p>b. Seminar: small mixed ability groups presentations and discussions on the Causes of Specific Learning Disabilities</p> <p>c. Concept cartooning on SLD</p> <p>d. Video shows of learners with Auditory Spectrum Disorders in their adolescent stage</p> <p>e. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level</p> <p>f. Tutor-led sessions on the history of SLD</p> <p>g. Students use appropriate ICT tools to search for web site for information on the Types of Specific Learning Disabilities (Dyslexia; Dysgraphia; Dyscalculia;</p>	
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<p>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</p> <ul style="list-style-type: none"> ○ 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 	<p>Dyscalculia; Disorthographia; Aphasia; Agnosia), download and make notes for discussions and debates.</p> <p>h. e-learning Opportunities: Tutor will introduce the use of phones to search for information on the Types and Causes of Specific Learning Disabilities. https://commongroundhelp.s.org › 2015/02 › Types-of-Learningdisabilitie https://www.universalclass.com › articles › special-education › learning-dis</p> <p><i>Note: Ensure that female and male as well as learners with SEN participate fully.</i></p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note and appreciate the fact that SEN embodies GESI issue.</p>	<p>Disorthographia; Aphasia; Agnosia), download and make notes for discussions and debates.</p> <p>h. e-learning Opportunities: Tutor will introduce the use of phones to search for information on the Types and Causes of Specific Learning Disabilities. https://commongroundhelp.s.org › 2015/02 › Types-of-Learningdisabilitie https://www.universalclass.com › articles › special-education › learning-dis</p> <p><i>Note: Ensure that female and male as well as learners with SEN participate fully.</i></p> <p>3.2 Read and note down areas where you may require clarification for further discussion</p> <p>3.3 Read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p>	
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	<p>ICT and 21st Century Skills:</p> <ul style="list-style-type: none"> a. Use of smart phones to 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 <p>Reminder: Remind Tutors of subject projects.</p> <p>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</p> <p><i>Example of Project:</i></p> <ul style="list-style-type: none"> a. Tutors design a simple interview protocol to sample the views of teachers in schools on how they identify and manage learners with SLD b. Tutors identify a child with SLD in their community and write a report on the nature of the disorder and possible ways of managing it. <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the</p>	<p>ICT and 21st Century Skills:</p> <ul style="list-style-type: none"> a. Use of smart phones to 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 <p>Reminder: Tutors are reminded of subject projects.</p> <p>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</p> <p><i>Example of Project:</i></p> <ul style="list-style-type: none"> a. Tutors design a simple interview protocol to sample the views of teachers in schools on how they identify and manage learners with SLD b. Tutors identify a child with SLD in their community and write a report on the nature of the disorder and possible ways of managing it. <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the</p>	
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	<p>teaching of inclusive education</p> <p>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</p> <p>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</p> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<p>teaching of inclusive education</p> <p>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</p> <p>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</p> <p>3.7 Prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p>Reminder: <i>Remind tutors to ask student-teachers to incorporate their teaching</i></p>	<p>4.1 Identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p>Reminder: <i>Tutors reminded to ask student-teachers to incorporate their teaching</i></p>	15 mins

	<i>philosophies during the STD/ teaching practice sessions with regards to the knowledge and understanding acquired in educating individuals with special needs.</i>	<i>philosophies during the STD/ teaching practice sessions with regards to the knowledge and understanding acquired in educating individuals with special needs.</i>	
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Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:

AUTISM SPECTRUM DISORDERS AND SPECIFIC LEARNING DISABILITIES

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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. 	<p>Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>1.1 Welcome Tutors to the PD session and remind them about the assessment components to be undertaken in the subject during the semester (Reference to NTEAP)</p> <p><i>Example of LO:</i> <i>The student teacher (s) will:</i> <input type="checkbox"/> Recognize basic skills in the identification and characteristics of learners</p>	<p>A volunteer tutor shares an ice-breaker (It would be interesting if the ice-breaker has a relation with the course for the session)</p> <p>1.1 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)</p> <p><i>Example of LO:</i> The student teacher (s) will: <input type="checkbox"/> Recognize basic skills in the identification and characteristics of learners</p>	20 mins

<ul style="list-style-type: none"> • Introduction to the course manual/s • 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. 	<p><i>with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</i></p> <p>-demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)</p> <p><i>Example of LIs</i> Identify the characteristics of learners with SLD in the Junior High School classroom</p> <p>-Recognize and present a report on the characteristics of learners with SLD at the Junior High School classrooms</p> <p>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: Examples: Types of specific learning disabilities</p> <p>1.3 Ask Tutors to read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>1.4 Ask tutors to read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>For example:</i> Recognize basic skills in the identification and</p>	<p>with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</p> <p>-demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)</p> <p><i>Example of LIs</i> Identify the characteristics of learners with SLD in the Junior High School classroom</p> <p>-Recognize and present a report on the characteristics of learners with SLD at the Junior High School classrooms</p> <p>1.2 Recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson: Examples: Types of specific learning disabilities</p> <p>1.3 Read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><i>For example:</i> Recognize basic skills in the identification and</p>	
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<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> 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, <p>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</p>	<p>characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</p> <p>1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Ask tutors to think through and draw a workable plan for their teaching as they go through this PD session</p>	<p>characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43)</p> <p>1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Think through and draw a workable plan for your teaching as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being 	<p>2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Set out what tutors need to do to introduce and explain the issues</p> <p>Examples of barriers:</p> <p>a. Large class sizes;</p> <p>b. Poor Internet connectivity;</p>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Tutors discuss what they need to do to introduce and explain the issues</p> <p>Examples of barriers:</p> <p>a. Large class sizes;</p> <p>b. Poor Internet connectivity;</p>	<p>15 mins</p>

<p>introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>c. Misconceptions about causes of specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with and Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>a. The new learning will introduce student teachers to the characteristics and identification of learners with of Specific Learning</p> <p>Examples of concepts/pedagogy being introduced</p> <p>lecturer, discussions and other talk for learning approaches would be employed to introduce the lesson and help student – teacher examine the characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p>	<p>c. Misconceptions about causes of specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>a. The new learning will introduce student teachers to the characteristics and identification of learners with of Specific Learning</p> <p>Examples of concepts/ pedagogy being introduced</p> <p>lecturer, discussions and other talk for learning approaches would be employed to introduce the lesson and help student teacher examine the characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)</p> <p>Examples of Teaching and learning Activities: Lecture, discussions and other talk for learning approaches would be</p>	<p>3.1 Read and discuss teaching and learning activities in the course</p> <p>Examples of Teaching and learning Activities: Lecture, discussions and other talk for learning approaches would be</p>	

<ul style="list-style-type: none"> • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, 	<p>employed to introduce the lesson and help student examine characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p> <p>Seminar: small mixed ability groups presentations and discussions on the characteristics and identification cues of Specific Learning Disabilities.</p> <p>a. Concept cartooning on SLD</p> <p>b. Video shows of learners with specific learning disabilities in their adolescent stage</p> <p>c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level</p> <p>d. Concept-cartooning of SLD</p> <p>e. Tutor-led sessions on the history of SLD</p> <p>f. Independent Study: Use appropriate ICT tools to search for web site for information on the characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD. download and make notes for discussions and debates.</p> <p>g. e-learning Opportunities: Tutor will introduce the use of phones to search for</p>	<p>employed to introduce the lesson and help student examine characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p> <p>Seminar: small mixed ability discussions on the characteristics and identification cues of Specific Learning Disabilities.</p> <p>a. Concept cartooning on SLD</p> <p>b. Video shows of learners with specific learning disabilities in their adolescent stage</p> <p>c. Using Teaching and learning material and adaptive devices in developing basic academic skills in learners with SLD at the Junior High School Level</p> <p>d. Concept-cartooning of SLD</p> <p>e. Tutor-led sessions on the history of SLD</p> <p>f. Independent Study: Use appropriate ICT tools to search for web site for information on the characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD. download and make notes for discussions and debates.</p> <p>e-learning Opportunities: Tutor will introduce the use of phones to search for</p>	
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<p>power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>information the characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p> <p>Note: Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion.</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note and appreciate the fact that SEN embodies GESI issue.</p> <p>ICT and 21st Century Skills: a. Use of smart phones to 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,</p>	<p>information on the characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p> <p>Note: Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Read and note down areas where you may require clarification for further discussion</p> <p>3.3 Read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online b. Use of smart phones to download information from YouTube c. Use of PowerPoint for group presentations e. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity,</p>	
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	<p>collaboration and communication</p> <p>Reminder: Remind Tutors of subject projects.</p> <p>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</p> <p>Example of Project: a. Tutors design a simple interview protocol to sample the views of teachers in schools on how they identify and manage learners with SLD</p> <p>b. Tutors to identify a child with SLD in their community and write a report on the nature of the disorder and possible ways of managing it.</p> <p>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.</p>	<p>collaboration and communication</p> <p>Reminder: Tutors are reminded of subject projects.</p> <p>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</p> <p>Example of Project: a. Tutors design a simple interview protocol to sample the views of teachers in schools on how they identify and manage learners with SLD</p> <p>b. Identify a child with SLD in your community and write a report on the nature of the disorder and possible ways of managing it.</p> <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education 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.</p>	
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	<p>Consideration needs to be given to local availability</p> <p>Specific examples of Resources:</p> <p>a. Audio visuals from YouTube</p> <p>b. Samples of inventories and checklists</p> <p>c. Guide tutors on how to prepare and use PowerPoint for their presentations;</p> <p>d. Tutors to develop TLMs/ other resources needed to support learning</p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p>Consideration needs to be given to local availability</p> <p>Specific examples of Resources:</p> <p>a. Audio visuals from YouTube</p> <p>b. Samples of inventories and checklists</p> <p>c. Tutors prepare and use PowerPoint for their presentations</p> <p>d. Tutors develop TLMs/ other resources need to support learning</p> <p>3.6 Prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Remind tutors 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.</i></p>	<p>4.1 Identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Tutors are 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.</i></p>	15 mins

Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND SPECIFIC
LEARNING DISABILITIES**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 <ul style="list-style-type: none"> • 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 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the Course.</p> <p>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)</p> <p><i>Example of LO:</i> <i>The student teacher (s) will: Recognize basic skills in the identification and characteristics of learners</i></p>	<p>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)</p> <p>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)</p> <p><i>Example of LO:</i> The student teacher (s) will: Recognize basic skills in the identification and characteristics of learners</p>	20 mins

<ul style="list-style-type: none"> • 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. 	<p><i>with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</i></p> <p>-demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)</p> <p><i>Example of LIs</i> Identify the characteristics of learners with SLD in the Junior High School classroom</p> <p>-Recognize and present a report on the characteristics of learners with SLD at the Junior High School classroom</p> <p>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:</p> <p>Examples: Examine characteristics of learners with specific Learning Disabilities and identification cues for learners with SLD.</p> <p>1.3 Ask Tutors to read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>1.4 Ask tutors to read relevant portions of the course manual discuss and identify any distinctive aspects of the lesson/s.</p>	<p>with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</p> <p>-demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)</p> <p>Example of LIs Identify the characteristics of learners with SLD in the Junior High School classroom</p> <p>-Recognize and present a report on the characteristics of learners with SLD at the Junior High School classroom</p> <p>1.2 Recap and in small mixed ability and gender groups discuss previous lessons that that have some bearing with the current lesson:</p> <p>Examples: Examine characteristics of learners with specific Learning Disabilities and identification cues for learners with SLD.</p> <p>1.3 Read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p>	
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<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> 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, <p>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</p>	<p><i>Example:</i></p> <p>Identification and Assessment strategies: - best practices in assessing learners with specific learning disabilities at the Junior High School level of education in Ghana (NTS, 3e, 3k, NTECF, bullet 10, p. 16)</p> <p>1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Ask tutors to think through and draw a workable plan for their teaching as they go through this week's PD session</p>	<p><i>Example:</i></p> <p>Identification and Assessment strategies: - best practices in assessing learners with specific learning disabilities at the Junior High School level of education in Ghana (NTS, 3e, 3k, NTECF, bullet 10, p. 16)</p> <p>1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Think through and draw a workable plan for your teaching as you go through this week's PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being 	<p>2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Set out what tutors need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes;</p>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Tutors discuss what they need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes;</p>	<p>15 mins</p>

<p>introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>b. Poor Internet connectivity;</p> <p>c. Misconceptions and prejudices about learners with specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with and Specific Learning Disabilities</p> <p>Examples of new learning: a. The new learning will introduce student teachers to the best practices in assessing learners with specific learning disabilities at the Junior High School level of education in Ghana (NTS, 3e, 3k, NTECF, bullet 10, p. 16)</p> <p>Examples of concepts/ pedagogy being introduced: a. assessment strategies such as norm-referenced, criterion-referenced, curriculum-based measurement and portfolio-based assessments of learners with specific learning disabilities.</p> <p>b. Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student</p>	<p>b. Poor Internet connectivity;</p> <p>c. Misconceptions about causes of specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Specific Learning Disabilities</p> <p>Examples of new learning: a. The new learning will introduce student teachers to the best practices in assessing learners with specific learning disabilities at the Junior High School level of education in Ghana (NTS, 3e, 3k, NTECF, bullet 10, p. 16)</p> <p>Examples of concepts/ pedagogy being introduced: a. assessment strategies such as norm-referenced, criterion-referenced, curriculum-based measurement and portfolio-based assessments of learners with specific learning disabilities.</p> <p>b. Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student</p>	
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	<p>teachers appreciate the assessment of learners with specific learning disabilities in Ghana.</p> <p>c. Seminar: small group and mixed ability groups presentations and discussions on identification and assessment strategies such as norm-referenced, criterion-referenced, curriculum-based measurement and portfolio-based assessments of learners with specific learning disabilities.</p> <p>d. 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.</p>	<p>teachers appreciate the assessment of learners with specific learning disabilities in Ghana.</p> <p>c. Seminar: small group and mixed ability groups presentations and discussions on identification and assessment strategies such as norm-referenced, criterion-referenced, curriculum-based measurement and portfolio-based assessments of learners with specific learning disabilities.</p> <p>d. 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.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)</p> <p>Examples of Teaching and learning Activities:</p> <p>a. Lecturer, discussions and other talk for learning approaches would be employed to introduce the lesson and help student examine characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p>	<p>3.1 Read and discuss teaching and learning activities in the course</p> <p>Examples of Teaching and learning Activities:</p> <p>a. Lecturer, discussions and other talk for learning approaches would be employed to introduce the lesson and help student examine characteristics of learners with specific Learning Disabilities, identification cues for learners with SLD.</p>	

<p>the Basic School Curriculum</p> <ul style="list-style-type: none"> • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ 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 	<p>b. Seminar: small mixed ability groups presentations and discussions on the characteristics and identification cues of Specific Learning Disabilities.</p> <p>c. E-learning Opportunities: Tutor will introduce the use of phones to search for information on assessment of the learning progress of learners with specific learning disabilities</p> <p>Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion.</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note and appreciate the fact that SEN embodies GESI issue.</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online</p>	<p>b. Seminar: small mixed ability discussions on the characteristics and identification cues of Specific Learning Disabilities.</p> <p>c. E-learning Opportunities: Tutor will introduce the use of phones to search for information on assessment of the learning progress of learners with specific learning disabilities</p> <p>Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Read and note down areas where you may require clarification for further discussion</p> <p>3.3 Read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p> <p>3.4 Tutors identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online</p>	
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<ul style="list-style-type: none"> ○ 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 	<p>b. Use of smart phones to download information from YouTube</p> <p>c. Use of PowerPoint for group presentations</p> <p>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</p> <p>Reminder: Remind Tutors of subject projects.</p> <p>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</p> <p>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</p> <p>b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed</p> <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education</p>	<p>b. Use of smart phones to download information from YouTube</p> <p>c. Use of PowerPoint for group presentations</p> <p>d. Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</p> <p>Reminder: Tutors are reminded of subject projects.</p> <p>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</p> <p>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</p> <p>b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed</p> <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education</p>	
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	<p>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</p> <p>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</p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p>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</p> <p>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</p> <p>3.6 Prepare a plan for the next lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Remind tutors of the need to ask student-teachers to incorporate their teaching philosophies during the STD/ teaching practice sessions with regards to the</i></p>	<p>4.1 Tutors identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Tutors reminded of the need to ask student-teachers to incorporate their teaching philosophies during the STD/ teaching practice sessions with regards to the</i></p>	15 mins

	<i>knowledge and understanding acquired in educating individuals with special needs.</i>	<i>knowledge and understanding acquired in educating individuals with special needs.</i>	
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Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND SPECIFIC
LEARNING DISABILITIES**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Begin the lesson with an Ice breaker- Ask a volunteer to share an ice breaker that preferably is related to the topic.</p> <p>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)</p> <p><i>Example of LO:</i> <i>The student teacher (s) will:</i> <input type="checkbox"/> Recognize basic skills in the identification and</p>	<p>1.1 The lesson begins with an Ice breaker- A volunteer to share an ice breaker that preferably is related to the topic.</p> <p>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)</p> <p><i>Example of LO:</i> The student teacher (s) will: <input type="checkbox"/> Recognize basic skills in the identification and</p>	20 mins

<ul style="list-style-type: none"> • 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. 	<p><i>characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</i></p> <p>-demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)</p> <p>1.3 Ask Tutors to read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p><i>Example of LIs</i> Identify the characteristics of learners with SLD in the Junior High School classroom</p> <p>-Recognize and present a report on the characteristics of learners with SLD at the Junior High School classroom</p> <p>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) I:</p>	<p>characteristics of learners with SLD at the Junior High School level of education (NTS, 3m, p. 14; NTECF, bullet 6, p 43).</p> <p>-demonstrate competencies in identifying learners with specific learning disabilities in the classroom (NTS 2; NTECF bullet 5, p.43)</p> <p>1.3 Read and discuss the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>Example of LIs Identify the characteristics of learners with SLD in the Junior High School classroom</p> <p>-Recognize and present a report on the characteristics of learners with SLD at the Junior High School classroom</p> <p>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</p>	
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<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> 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, <p>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</p>	<p>1.4 Ask tutors to read relevant portions of the course manual discuss and identify any distinctive aspects of the lesson/s.</p> <p><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</p> <p>1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Ask tutors to think through and draw a workable plan for their teaching as they go through this PD session</p>	<p>1.4 Read relevant portions of the course manual and discuss and identify any distinctive aspects of the lesson/s.</p> <p><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.</p> <p>1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Think through and draw a workable plan for your teaching as you go through this PD session</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being 	<p>2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Set out what tutors need to do to introduce and explain the issues</p> <p>Examples of barriers: a. large class sizes; b. Poor Internet connectivity;</p>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p>Note: Tutors discuss what they need to do to introduce and explain the issues</p> <p>Examples of barriers: a. Large class sizes; b. Poor Internet connectivity;</p>	<p>15 mins</p>

<p>introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>c. Misconceptions and prejudices about learners with specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with and Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>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</p> <p>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.</p>	<p>c. Misconceptions about causes of specific learning disabilities</p> <p>d. Inadequate locally designed and culturally specific tools to identify learners with Specific Learning disabilities</p> <p>e. Ignorance about the rights of persons with disabilities</p> <p>f. Lack of materials in different formats for students/learners with Specific Learning Disabilities</p> <p>Examples of new learning:</p> <p>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</p> <p>Examples of concepts/ pedagogy being introduced: Effective Instructional Strategies (individualized programming, collaboration, differentiated</p>	
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	<p>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.</p> <p>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.</p> <p>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.</p>	<p>instruction, universal design for learning and evidence-based interventions) for learners with specific learning disabilities.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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	

<ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 learning • Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: 	<p>Examples of Teaching and learning Activities: Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student examine Effective Instructional Strategies (Individualized programming and Collaboration) for teaching learners with specific learning disabilities.</p> <p>Seminar: small mixed ability groups presentations and discussions on the characteristics and identification cues of Specific Learning Disabilities.</p> <p>E-learning Opportunities: Tutor will introduce the use of phones to search for information on assessment of the learning progress of learners with specific learning disabilities</p> <p>Reminder: Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion.</p> <p>3.3 Ask tutors to read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p>	<p>Examples of Teaching and learning Activities: Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student examine Effective Instructional Strategies (Individualized programming and Collaboration) for teaching learners with specific learning disabilities</p> <p>Seminar: small mixed ability discussions on the characteristics and identification cues of Specific Learning Disabilities.</p> <p>E-learning Opportunities: Tutor will introduce the use of phones to search for information on assessment of the learning progress of learners with specific learning disabilities</p> <p>Reminder: Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Read and note down areas where you may require clarification for further discussion.</p> <p>3.3 Read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during STS</p>	
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<p>literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ 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 	<p>(Reference to the STS Handbook)</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note and appreciate the fact that SEN embodies GESI issue.</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online 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</p> <p>Reminder: Remind Tutors of subject projects.</p> <p>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</p> <p>Example of Project: a. Tutors design an interview protocol to sample the views of</p>	<p>(Reference to the STS Handbook)</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online 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</p> <p>Reminder: Tutors are reminded of subject projects.</p> <p>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</p> <p>Example of Project: a. Tutors design an interview protocol to sample the views of</p>	
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	<p>teachers in schools on how they identify and assess learners with SLD</p> <p>b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed</p> <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education</p> <p>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</p> <p>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</p> <p>3.6 Ask tutors to prepare a plan for the next lesson.</p>	<p>teachers in schools on how they identify and assess learners with SLD</p> <p>b. Tutors to identify a child with SLD in their community and write a report on how they can be assessed</p> <p>Resources: Audio-visuals from YouTube, videos on integrating ICT into the teaching of inclusive education</p> <p>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</p> <p>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</p> <p>3.6 Prepare a plan for the next lesson.</p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • 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 	<p>4.1 Ask tutors to identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Remind tutors 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.</i></p>	<p>4.1 Identify a critical friend to observe the week's lessons and report at next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Remind tutors 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.</i></p>	<p>15 mins</p>
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Age Levels/s:

JHS (1 COURSE: 3 CREDITS)

Name of Subject/s:AUTISM SPECTRUM DISORDERS AND
SPECIFIC LEARNING DISABILITIES**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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
<p>1(a) Introduction to the semester – in session one</p> <ul style="list-style-type: none"> • 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 	<p>1.1 Share an ice breaker that preferably is related to the Course</p> <p>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)</p> <p>1.3 Ask tutors to recap and in small mixed ability and gender groups discuss previous lessons</p> <p>Examples: Student teachers have taken lessons on</p>	<p>1.1 A volunteer Tutor shares an ice breaker that preferably is related to the Course</p> <p>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)</p> <p>1.3 Recap and in small mixed ability and gender groups discuss previous lessons</p> <p>Examples: Student teachers have taken lessons on</p>	20 mins

<ul style="list-style-type: none"> • 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. <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • 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 	<p>“Assessment of ASD and SLD.” Student teachers can identify learners with ASD and SLD in the partner schools.</p> <p>1.4 Ask tutors to read relevant portions of the course manual discuss and identify any distinctive aspects of any of the previous lessons that were of particular interest to them.</p> <p><i>For example:</i> Identify and reflect on the Needs and Effective Instructional Strategies for learners with autism spectrum disorders and Specific Learning Disabilities at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46) Integration of appropriate ICT tools in learning, collaboration and reflective practice during group discussions.</p> <p>1.5 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p>	<p>“Assessment of ASD SLD.” Student teachers can identify learners with ASD and SLD in the partner schools.</p> <p>1.4 Read relevant portions of the course manual discuss and identify any distinctive aspects of any of the previous lessons that were of particular interest to them.</p> <p><i>For example:</i> Identify and reflect on the Needs and Effective Instructional Strategies for learners with autism spectrum disorders and Specific Learning Disabilities at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46) Integration of appropriation ICT tools in learning, collaboration and reflective practice during group discussions.</p> <p>1.5 Identify areas where you might require clarification on any aspect of the lesson, for redress.</p>	
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<p>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</p>			
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • 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 <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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</p> <p>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</p>	<p>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</p> <p>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</p>	<p>15 mins</p>

	<p>Examples of new learning: a. The new learning will introduce student teachers to be able to Identify and reflect on the Needs and Effective Instructional Strategies for learners with Autism Spectrum Disorders and Specific Learning Disabilities at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46)</p> <p>Examples of concepts/pedagogy being introduced: a. Identify and Use teaching and learning materials and adaptive devices in developing basic academic skills in learners with Autism Spectrum Disorders and Specific Learning Disabilities at the Junior High School level 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.</p> <p>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-</p>	<p>Examples of new learning: a. The new learning will introduce student teachers to be able to Identify and reflect on the Needs and Effective Instructional Strategies for learners with Autism Spectrum Disorders and Specific Learning Disabilities at the Junior High School level (NTS 2f, p13, 3e, g, p14, NTECF bullet 1, 2 p42, bullet 2, 3, p46)</p> <p>Examples of concepts/ pedagogy being introduced: a. Identify and Use teaching and learning materials and adaptive devices in developing basic academic skills in learners with Autism Spectrum Disorders and Specific Learning Disabilities at the Junior High School level 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.</p> <p>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-</p>	
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	<p>based interventions) for learners with specific learning disabilities.</p> <p>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.</p>	<p>based interventions) for learners with specific learning disabilities</p> <p>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.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors 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 	<p>3.1 Ask tutors to read, recap and discuss the teaching and learning activities over the semester (Reference to the Course Manual)</p> <p>Examples of Teaching and learning Activities: Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student reflect on the needs of learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p>Seminar: small mixed ability groups presentations and discussions on the characteristics and identification cues of Autism Spectrum Disorder and Specific Learning Disabilities.</p> <p>E-learning Opportunities: Tutor will introduce the use of phones to search for information on the needs of learners with Autism</p>	<p>3.1 Read, recap and discuss the teaching and learning activities over the semester (Reference to the Course Manual)</p> <p>Examples of Teaching and learning Activities: Lecture, discussions and other talk for learning approaches would be employed to introduce the lesson and help student reflect on the needs of learners with Autism Spectrum Disorders and Specific Learning Disabilities</p> <p>Seminar: small mixed ability discussions on the characteristics and identification cues of Autism Spectrum Disorder and Specific Learning Disabilities.</p> <p>E-learning Opportunities: Tutor will introduce the use of phones to search for information on the needs of learners with Autism</p>	

<p>lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ 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 ○ 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 	<p>Spectrum Disorders and Specific Learning Disabilities</p> <p>Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Ask tutors to read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during subsequent STS</p> <p>3.3 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note and appreciate the fact that SEN embodies GESI issue.</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online 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</p> <p>3.4 Remind Tutors of subject project deadlines (as appropriate).</p>	<p>Spectrum Disorders and Specific Learning Disabilities</p> <p>Ensure that female and male as well as learners with SEN participate fully.</p> <p>3.2 Read relevant portions of the Basic School Curriculum and to note and discuss opportunities for making links during subsequent STS</p> <p>3.3 Tutors identify opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Note: GESI: Tutors to note that SEN embodies GESI</p> <p>ICT and 21st Century Skills: a. Use of smart phones to surf for information online 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</p> <p>3.4 Tutors are reminded of subject project deadlines as appropriate.</p>	
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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	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> 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 	<p>4.1 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Reminder: Remind tutors 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.</i></p>	<p>4.1 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p> <p><i>Reminder: Remind tutors 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.</i></p>	15 mins

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