

# Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Pedagogy & SEN Year 2 Semester 1

HANDBOOK FOR COORDINATORS





The Government of Ghana



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# Foreword

I am grateful that you are reading and using this Professional Development Handbook for the Bachelor of Education (B.Ed.) in Initial Teacher Education Year 2 Semester 1 courses.

These Professional Development Handbooks are at the heart of Ghana's ambitious teacher education reforms and have played a key role in the successes achieved to date. The Handbooks aim to ensure that tutors in Colleges of Education are reflecting critically on their methods of teaching and learning and supporting each other to implement the B.Ed. in line with the National Teacher Education Curriculum Framework and National Teacher Education Assessment Policy.

Tutors act as role models for student teachers. If tutors use the 'lecture-method' then this is what student teachers will imitate when they enter basic school classrooms. If tutors use a wide variety of interactive approaches, aligned with the National Teachers' Standards, then these approaches will become standard behaviour for beginning teachers when they graduate.

This latest set of Professional Development Handbooks, developed by four mentoring universities (Kwame Nkrumah University of Science and Technology, University of Education, Winneba, University for Development Studies and University of Ghana) and tutors from their affiliated Colleges of Education, are the first set of Handbooks which include specific cross cutting sessions in Gender, Equality and Social Inclusion (GESI) and Information and Communications Technology (ICT).

The introduction of GESI in these Handbooks is an important step forward in ensuring that our teacher education system is responsive and genuinely promotes equality and inclusion whilst the inclusion of ICT represents Ghana's aim of ensuring that all teachers and learners are digitally literate.

As with previous Handbooks I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for their assistance and support in making this work possible.

Robin Todd  
Executive Director, T-TEL

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## Year Two Semester One

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

- The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. *It is critical that what SWL write provides 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 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).
    - integrating the use of continuous assessment designed to support student teacher learning in each session
- 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

## GENDER, EQUALITY AND SOCIAL INCLUSION (GESI)

### Tutor PD Session for Lesson 001 in the Course Manual

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1.0 Introduction to GESI</b></p>	<p>1.1 Task tutors to individually read the introduction (to GESI) and learning outcomes below and invite opinions from both male and female tutors and those with special needs where applicable.</p> <p><b>Introduction to GESI:</b>  <b>a. Purpose of GESI in the specialisms</b>            Communities all over the world consist of diverse individuals and social groupings that have different needs, strengths, opportunities, and concerns as a result of differences in culture, gender, abilities, economic and social status. As teacher educators, it is important to understand</p>	<p>1.1 Read and discuss the introduction to (to GESI) and the learning outcomes below and provide your opinion on same.</p> <p><b>Introduction to GESI:</b>  <b>a. Purpose of GESI in the specialisms</b>            Communities all over the world consist of diverse individuals and social groupings that have different needs, strengths, opportunities, and concerns as a result of differences in culture, gender, abilities, economic and social status. As teacher</p>	<p><b>20 mins</b></p>

	<p>the uniqueness of the diverse groups in the classroom and ensure that every individual is supported to attain quality education. Towards promoting equal opportunity for females and males as well as all other disadvantaged groups in the classroom, GESI in schools is being championed. Tutors need to have a clear understanding of GESI issues to be able to integrate these in the teaching and learning process and other aspects of college life and to encourage student teacher to do same during STS.</p> <p><b>b. Overview of GESI and related concepts</b></p> <p>This session seeks to expose tutors in all the specialisms (EG, UP and JHS) to the concept GESI and related issues such as Gender, Equality, Equity etc to enable them appreciate issues of stereotypes and work towards challenging traditional gender roles as well as dealing with their own unconscious biases so they can attend to the diverse needs of all learners in the classroom and in the College.</p>	<p>educator, it is important that you understand the uniqueness of the diverse groups in the classroom and ensure that every individual is supported to attain quality education. Towards promoting equal opportunity for females and males as well as all other disadvantaged groups in the classroom, GESI in schools is being championed. You need to have a clear understanding of GESI issues to be able to integrate these in the teaching and learning process and other aspects of college life and to encourage student teacher to do same during STS.</p> <p><b>b. Overview of GESI and related concepts</b></p> <p>This session seeks to expose you to the concept GESI and related issues such as Gender, Equality, Equity etc to enable you appreciate issues of stereotypes and work towards challenging traditional gender roles as well as dealing with your own unconscious biases so you can attend to the diverse needs of all learners in the classroom and in the College.</p>	
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	<p><b>c. Session learning outcomes</b></p> <p>By the end of this session, tutors will be able to</p> <ol style="list-style-type: none"> <li>i. demonstrate understanding of the concept GESI and related issues.</li> <li>ii. apply these concepts in their teaching and general practices.</li> <li>iii. support student teachers to understand GESI issues and how to apply them during STS.</li> </ol> <p>1.2 Task tutors to identify what the acronym GESI stands for and explain what it means.</p> <p><b>Gender, Equality and Social Inclusion</b> is a concept that addresses unequal power relations experienced by people on the grounds of gender, wealth, ability, location, ethnicity, language and agency or a combination of these dimensions.</p> <p>1.3 Using talk for learning strategies (concept cartoons, storytelling, role play discussion etc), ask tutors in their subject groups to explain any <u>two concepts</u> related to GESI. Allow tutors to use their phones/laptops to search for how each concept is related to education. <a href="http://www.google.com">www.google.com</a></p>	<p><b>c. Session learning outcomes</b></p> <p>By the end of this session, you will be able to</p> <ol style="list-style-type: none"> <li>i. demonstrate understanding of the concept GESI and related issues.</li> <li>ii. apply these concepts in your teaching and general practices.</li> <li>iii. support student teachers to understand GESI issues and how to apply them during STS.</li> </ol> <p>1.2 Identify what the acronym GESI stands for and explain what it means.</p> <p>1.3 In your subject groups, explain any <u>two concepts</u> related to GESI. (you may use your phones/laptops to search for how each concept is related to education from <a href="http://www.google.com">www.google.com</a>) Adapt differentiated approaches to explain concepts (sketches, role play, story etc).</p>	
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	<p>Allow tutors to explain concepts using differentiated approaches (sketches, role play, story etc).</p> <p>Employ a creative approach, such as quizzes to capture attention.</p> <p><b>Gender</b> is the relationship between men and women and the roles and responsibilities they have in the society. Example in Ghana it is socially accepted that cooking is the role of women and providing upkeeping money for the family is the role of men.</p> <p><b>Equality</b> is the similarity of treatment as it is legally and constitutionally given. Example is providing <b>all</b> children (irrespective of ability, gender, socio-economic background etc.) with opportunities to achieve quality learning outcomes.</p> <p><b>Equity</b> is the state of being fair or just in terms of provision of resources, support or opportunities base on individual learners need; the result is equality in achievement.</p> <p><b>Inclusion</b> is the process of valuing all individuals and leveraging their diverse talent, not in spite of their differences, but because of their differences. Example Ensuring that <b>all</b> students (boys, girls and SEN) are given equal opportunities</p>		
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	<p>to participate in the classroom.)</p> <p><b>Gender Equality</b> is a state where males and females have equal rights, life prospects and opportunities to shape their own lives and contribute to society.</p> <p><b>Social Inclusion</b> is the process of improving the terms of participation for people who are disadvantaged, through enhancing opportunities and access to resources.</p> <p>1.2 Ask tutors to reflect on their understanding of GESI and justify the need for GESI in education.</p> <p>For instance, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion.</p> <p><b>Example 1:</b> Male characters are often represented than females in TLMs and textbooks.</p> <p><b>Eg. 2</b> Persons with SEN are often disadvantaged during some classroom activities: the blind learner loses out when pictures are used. The Deaf lose out when only verbal language is used.</p> <p><b>Refer to Appendix 1.</b></p>	<p>1.2 Reflect on your understanding of GESI and justify its importance in education.</p>	
<p><b>2. Identification and discussion of new learning</b></p>	<p>2.1 Through questioning, ask tutors to identify and discuss how each new GESI concept they have acquired could be</p>	<p>2.1 identify and discuss how the new GESI concepts you have acquired could be useful in your teaching and general school life.</p>	<p><b>15 mins</b></p>

<p><b>Potential barriers to learning for student teachers</b></p>	<p>useful in their teaching and general school life.</p> <p><i>Eg. a) Inclusion: mix ability/gender grouping; involving all categories of learners in every activity.</i></p> <p><i>Eg. b) Equity: provide support and resources in line with the needs of each learner.</i></p> <p><b>N/B:</b> Encourage tutors to support student teachers identify how each concept could be used during STS.</p> <p>2.2 Using think-pair-share ask tutors to identify possible barriers to learning GESI for student teachers and how to address them.</p> <p>Examples may include: <b>Misconceptions:</b> <i>those certain roles are for specific gender; boys are brave and can dissect a rabbit and girls are good cooks than boys. This can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks.</i></p> <p><b>Negative attitudes:</b> <i>the perception that persons with SEN are low achievers. Address this by giving examples of persons with SEN who have excelled in various aspects of life (Hellen Keller, Professor Danaah)</i></p>	<p>2.2 Reflect individually, share with a colleague and then the entire group possible barriers to learning GESI for student teachers and how to address them.</p> <p>Examples may include: <b>Misconceptions:</b> <i>those certain roles are for specific gender; boys are brave and can dissect a rabbit and girls are good cooks than boys. This can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks.</i></p> <p><b>Negative attitudes:</b> <i>the perception that persons with SEN are low achievers. Address this by giving examples of persons with SEN who have excelled in various aspects of life (Hellen Keller, Professor Danaah)</i></p>	
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	(Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	(Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	
<b>3.0 Planning for teaching, learning and assessment activities for the lesson/s</b>	<p>3.1 Using talk for learning (small group discussion, plenary discussion) guide tutors to identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (reference to college context)</p> <p><i>Eg. a) Involving men and women equally in decision making</i></p> <p><i>b) ensuring that all college facilities are accessible by everyone (abled bodied and persons with disability),</i></p> <p><i>c) Equitable allocation of resources among all college actors (males, females, minority groups) etc</i></p> <p>3.2 Ask tutors to brainstorm aspects of the basic school curriculum that need improvement in the area of GESI.</p> <p><i>E.g. a) Play activities: girls and boys could play soccer and ampe.</i></p> <p><i>Eg. b) decision making school prefects are mostly boys: girls and students with special education needs could equally be appointed school prefects.</i></p>	<p>3.1 Identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (Reference to college context).</p> <p><i>Eg. a) Involving men and women equally in decision making</i></p> <p>3.2 Brainstorm aspects of the basic school curriculum that need improvement in the area of GESI.</p> <p><i>E.g. a) Play activities: girls and boys could play soccer and ampe.</i></p>	<b>30 mins</b>

<p>Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p>GESI responsive assessment</p> <p>Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p>	<p>3.3 Task tutors to discuss in their subject groups and come out with strategies on how GESI, ICT, and 21<sup>st</sup> Century skills can be integrated in their specific subject areas.</p> <p>3.4 Lead tutors to identify and possible strategies to make subjects projects and subject portfolios GESI responsive.</p> <p><i>Eg. a) Equitable distribution of relevant resources for the subject projects</i></p> <p><i>Eg. b) Ensure projects content do not portray GESI biases and stereotypes. In grouping students for subject projects ensure mix ability/gender groupings</i></p> <p><b>Note</b> Remind tutors to consciously ensure GESI responsiveness in conducting continuous assessment in their various disciplines.</p> <p>Eg a) ensure that leadership roles are assigned equally among females, males and students with special education needs (SEN) when assessments (subject projects) are done in groups.</p> <p>Eg. b) Ensure equitable distribution of resources among males, female and (SEN).</p>	<p>3.3 Identify strategies on how GESI, ICT, and 21<sup>st</sup> Century skills can be integrated in their specific subject areas.</p> <p>3.4 identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive.</p> <p><i>Eg. a) Equitable distribution of relevant resources for the subject projects</i></p> <p><b>Note:</b> Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project)</p>	
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	3.5 Task tutors in their subject groups, to identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs	3.5 identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs  Read GESI resources for new ideas to improve your lesson preparation and classroom practice.	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. <i>Example: equal involvement of both males, females and SEN learners.</i></p> <p>4.2 Write the concepts learned on pieces of paper and call tutors at random to pick one and explain to the whole group. Give further clarification where applicable.</p> <p><b>Advance Preparation for lessons</b></p> <p>4.3 Encourage tutors to read GESI related resources for new ideas to improve their lesson preparation and classroom practices.</p>	<p>4.2 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. <i>Example: equal involvement of both males, females and SEN learners</i></p> <p>4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations.</p> <p><b>Advance Preparation for lessons</b></p> <p>4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.</p>	<b>15 mins</b>

## **GESI Appendix 1 – UNDERSTANDING GENDER - TERMS AND CONCEPTS**

**Sex** is aspect of one's biological makeup that depends on whether one is born with distinct male or female genitals and a genetic programme that releases either male or female hormones to stimulate the development of one's reproductive system. Sex is biologically defined. It is determined by birth. It is universal and unchanging.

**Gender** is simply the relationship between men and women and the roles and responsibilities they have in the society in which they live. It refers to the socially constructed differentiated roles assigned to both sexes, whereby both men and women are expected to conform to and perpetuate the roles and behaviors that have been assigned to them. Gender is socially constructed and differs between and within cultures. It is about the differences in roles, responsibilities, opportunities, needs and constraints of men and women.

### **Some Distinctive Features of Gender:**

- Deals with the relationship between men and women
- Deals with the roles and responsibilities men and women are assigned by their society
- Both men and women are expected to conform to and perpetuate the roles and behaviors that have been assigned them
- It involves the ranking of traits and activities so that those associated with men are normally given greater value
- It is historical
- It is learned, and therefore can be unlearned
- It takes place within different macro and micro spheres such as the state, the labour market, schools, the media, the law, the family, household and interpersonal relations
- It interacts with race/ethnicity, age, disability, status, economic factors, etc. Meaning these factors may present different gender dynamics and expectations.

**Gender Roles** define what is considered appropriate for men and women within a given society. It also means socially assigned roles of men and women and informs the division of labour. It involves the relation to power (how it is used, by whom and how it is shared). It varies greatly from one culture to another and change over time. Gender roles may vary from one social group to another within the same culture.

**Gender Relation** refers to how men and women relate to each other, resulting in manifestations of gender based power. This arises from the roles men and women are expected to play and the impact of their interactions. The family is a good example, as men assume the earner and leader roles, women assume the domestic and care giving roles. These power relations are uneven because the male has more power in making decisions than females. If we do not conform to roles prescribed to us by society, we are seen to be deviant by society. Power relations always result in one party being worse off than the other

and create social imbalances. This means inequality between men and women that is acquired in the process of socialisation.

**Gender Responsiveness** refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits.

Gender responsiveness is accomplished through gender analysis and gender inclusiveness. It means creating an environment that reflects an understanding of the realities of women and men's lives and address the issues accordingly. Being gender responsive means having the capacity to analyse a specific context from a gender perspective, to develop gender sensitive course outline, lesson notes, teaching learning materials and to allocate budgets in a gender-responsive way.

**Gender Stereotyping** refers to the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men.

**Gender Stereotype** simply means the constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour. Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms.

**Equality** refers to the equal rights, responsibilities and opportunities of men, women and persons with special education needs and disabilities. It pertains to equal distribution of resources and benefits and participation of women and men in all areas of society. It also means giving equal weight to the knowledge, experience and values of both women and men in society. Equality between men and women is a human rights issue and a pre-condition for sustainable development. It is based on the principle that, though men and women are not the same biologically, they are equal as human beings.

**Equity** is based on principle of fair share. It is a stage in the process of achieving equality. Equity refers to a fair sharing of resources, opportunities and benefits according to a given framework. It is one of the measures of equality, but not the only one. Equity is measurable and manifested in parity. Experience illustrates that equity is used instead of equality within institutions.

**Equality vs Equity.** Equality refers to similarity of treatment as it is legally, constitutionally and divinely given. It is a fundamental right. And it is often the goal. Equity is often viewed as a favour, whereas equality is a fundamental right.

**Empowerment** is a process through which women, men and persons with disability in disadvantaged positions increase their access to knowledge, resources, and decision-making power, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment.

**Gender Mainstreaming** is the concept of bringing gender issues into the mainstream of society. It was established as a global strategy for promoting gender equality in the Platform

for Action adopted at the United Nations Fourth World Conference on Women held in Beijing in 1995. The conference highlighted the necessity to ensure that gender equality is a primary goal in all areas of societal development. In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of gender mainstreaming as follows: "Mainstreaming a gender perspective is the process of assessing the implications for women and men and persons with special education needs and disability of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality".

**Mainstreaming** in education involves placing learners with special education needs and disability in a general education classroom with a special education teacher as a co-teacher giving them the same opportunities as other learners to access instruction, gain knowledge, and to participate in the academic and socializing environments that a school offer.

**Inclusion** is the process of valuing all individuals and leveraging their diverse talent, not despite their differences, but because of their differences. Inclusion requires a conscious effort to involve all human resources in the fabric and mission of the institution or school as a critical value addition.

**Disempowerment** is any action, policy development and/or relief program or process through which women's, men's and persons with disabilities priorities, needs and interests are further ignored, reducing their participation in decision- making and representing an obstacle to their economic, political and social improvement, or to their academic progress and growth attainment.

**Patriarchy** is an ideology and social system that propagates male supremacy or male power and superiority over women as natural. The operating premise is that men are biologically, intellectually and emotionally superior to women. Conversely, women are considered to be weak and dependent on men for protection, guidance, upkeep and general survival. The ideology is institutionalised through active formal and informal systems, backed up by ideas, beliefs, religion, practices and culture – and sometimes by force. A patriarchal ideology is the key factor in the structural gender inequality in most of our societies.

**Gender Neutrality** is the claim some people make when they want to present themselves as not practising gender-based discrimination. What it often masks, however, is the failure to take gender issues into consideration, and this can translate into discrimination against girls as it fails to pay attention to the distinct and special needs of girls and boys.

**Gender blindness** is the failure to recognise the differences between males and females and therefore leading to failure to provide for the differences.

**Other concepts/ terminologies:**

**Marginalisation** - exclusion in processes such as decision-making. This results in women's inability to articulate their needs and interests.

**Discrimination** - differential treatment based on factors over which an individual has no control, e.g. sex, disability, socio-economic status, tribe, nationality, race, etc.

**Objectification** - assignment of less than human status and treatment to women.  
**Infantilisation** - categorising women with children, i.e. having no legal decision making powers, voting rights or capacity to enter into contracts.

**Dispossession** - through patriarchal systems of property inheritance, where in some cultures women are not allowed to inherit wealth.

**Segregation** occurs when students with disabilities are educated in separate environments (classes or schools) designed for students with impairments or with a particular impairment.

**Exclusion** occurs when an individual or group is denied the right to access (facilities, education) or participate in educational or social activity on the bases of ability, gender, health or social status.

**Value Assignment** - determining a woman's value by the sex and number of children she bears.

**Violence** - physical, mental and emotional abuse, which is culturally accepted as correcting a wife or harmful practices such as female genital mutilation to subdue female sexual urge

**Poor** refers to households or persons who consume an average of less than 2,220 calories of food per person per day. (according to Nepal Living Standard Survey, 2010/11)

**Vulnerable Groups** refer to groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, person with disabilities, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment.

**Gender Impact Analysis/Assessment** examines policies and practices to ensure they have beneficial effects on women and men. It identifies the existence and extent of differences between women and men and the implications of these differences for specific policy areas.

**Social Exclusion** describes the experience of groups that are systematically and historically disadvantaged because of discrimination based on gender, ethnicity or religion.

**Gender Responsive Budget** refers to government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting interventions to address gender gaps in sector and local government policies, plans and budgets.

**Disaggregated Data** refers to distinguishing men and women, ethnic minorities, people with disability, people with HIV and other excluded people in the data to reveal quantitative differences between them.

### **Why the need for GESI in education?**

The need to deliberately address gender and inclusion in the classroom arises because, over time, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion. Below are examples of practices in the classroom that reinforce traditional gender roles and stereotypes:

- a. Male characters are often represented than females in TLMs
- b. Textbooks have more males than females in illustrations
- c. Illustrations in TLMs often portray gender stereotypes (male CEO and decision makers, females in domestic roles etc.)
- d. Persons with disability are underrepresented
- e. When persons with disability are featured, they are portrayed with negative stereotypes
- f. (Cursed, beggars or burden on society)
- g. Use of male pronouns to represent everyone (ignoring the existence of females)
- h. Persons with disability are identified by their disability. Often their disability is put before them – for example, deaf man, "handicapped" child, blind girl etc

### **Some misconceptions of GESI in Schools and out of Schools and how to address them**

- a. GESI seeks to favour women
- b. GESI affects the learning outcomes of the “normal” learner
- c. Society thinks education is for men
- d. Concerns only persons with disabilities
- e. Quality inclusion is expensive
- f. Only schools are responsible for the implementation of GESI
- g. Persons with disability cannot cope in mainstream school.
- h. Disability is contagious

### **Ways the misconceptions can be addressed**

These can be addressed through:

- Behavior change communication approaches
- Continued sensitization and advocacy of GESI
- Mainstreaming GESI responsiveness in school and community practices and activities

### **Barriers that hinder GESI and how to address them in and out of schools**

- a. Infrastructural barriers such as inaccessible school facilities
- b. Curriculum barriers such as deficient resources and learning materials for learners
- c. attitudinal barriers such as insensitivity and discrimination by teachers, parents, peers and the society at large
- d. Pedagogical barriers such as teachers not having necessary knowledge and skills on GESI responsive pedagogy.
- e. Public misconception of what GESI seeks to achieve
- f. Large class size especially in the basic schools

- g. Unavailability of relevant teaching and learning resources
- h. Lack of expert support for the regular class teacher

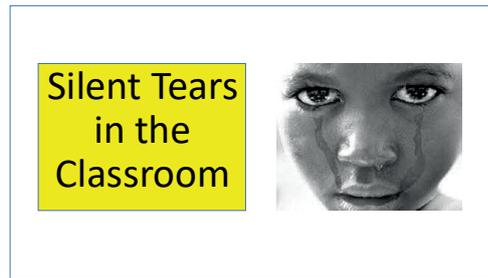
**Ways the barriers can be addressed**

These can be addressed through:

- GESI responsive infrastructure
- GESI responsive teacher education curriculum (include basic braille and sign language)
- Continuous advocacy
- Training teachers on GESI responsive pedagogies
- Train and deploy more special education teachers to the regular schools
- Provide relevant TLR for use in schools

## Appendix 2 – GESI Observation Tool

### A. Silent Tears



- Tears always fill me, but I can't pour them because no one understands me
- My parents can't even understand me because my teachers make them believe I am good for nothing
- I thought my parents will tell them that I repair all the electrical appliances in the house without any training
- Who will hear me now because myself and many who are like me are being destroyed?
- Who will help tell them that even though we might not be able to get the certificate we have great talents?
- Who will help tell teachers that they should not force their dreams on us but guide us nurture our God given talents?
- Who will hear our cry? I am one of the voices of the many silent voices in the class
- I wish I can be bold to tell my teachers that I must be understood and not compared
- My maths teachers say I'm good for nothing because I'm not good in calculations
- My science teachers say am useless because I can't express myself fluently in the white man's language
- They seem to have forgotten that I'm the one who led the school soccer team to win that trophy
- I am the same person who plays the drums to the admiration of all
- Sometimes when I ask why they consider what I do as important, they tell me WAEC doesn't ask those in examinations
- My teachers always say I don't do well even though they teach me well but how can I tell them that the teaching method doesn't favour me even though it favours the majority
- How can I tell my teacher that I just need motivation not condemnation?

### B. Integrating GESI in Teaching and Learning

**Introduction:** The need to deliberately address gender and inclusion in the classroom arises because, overtime, the classroom and school environment have been made to overlook gender biases and continue to promote exclusion. GESI responsive pedagogy involve teaching and learning processes that pay attention to the specific learning needs of girls, boys and members of marginalised groups.

#### **Overview of GESI Responsive Pedagogy:**

Classroom practices often reinforce traditional gender roles, gender and inclusion stereotypes that may disadvantage some learners resulting in poor quality learning outcomes. There is therefore the need to challenge these practices to ensure equal learning

outcomes of all learners. This requires teachers to be GESI responsive in lesson planning, selection and use of teaching and learning materials, methodologies, learning activities, classroom setup and interaction, management of gender stereotypes in the classroom and feedback and assessment.

### **Components of a GESI Responsive Lesson**

#### **1. GESI Responsive Lesson Planning**

- Lesson planning involves a wide range of decisions:
- Content
- Choice of learning materials to use
- Methodologies
- Learning activities
- Language use
- Classroom setup
- Classroom interaction
- Assessment of the learning/ learner
- Fair knowledge of the background of learners to inform all the above
- For a lesson plan to take into account gender and inclusion considerations, the lesson planning process should involve the following:

#### **2. Choice of Learning Materials**

- Review the TLMs and identify if the material contains stereotypes?
- If so, what strategies can be used to address such stereotypes?
- If faced with a history textbook that portrays only heroes, it will be vital to draw up a list of "sheroes" (female heroes).
- If a chemistry textbook portrays only male scientists as inventors or abled bodied scientists, include discussing female scientists and scientists with disability.
- Carefully review the language used in the TLMs for gender responsiveness and inclusion.

#### **3. Teaching Methodologies**

- Select teaching methodologies that will ensure equal participation of girls, boys and students with special needs.
- Ensure that dominant individuals do not sideline less assertive ones. – Employ differentiated teaching approaches suitable for all learners.
- Protect students with disability from abuse or bully by other students.

#### **4. Learning Activities**

The lesson plan should make allowance for all students to participate in the learning activity.

- When doing science experiments, ensure that girls, boys and students with disability have a chance to use the equipment and chemicals.
- There should also be equal participation in such activities as making presentations.
- When assigning projects, ensure that both females and males are given leadership positions and roles.
- Take into account how the learning materials will be distributed equally to both girls and boys, especially in case of shortage or limited supply.

## 5. Classroom Setup and Interaction

**The lesson plan should consider the classroom setup.**

- Consider how to arrange the classroom and interact with the students to promote equal participation of all students.
- Plan in advance to ask substantive questions to all students.
- Where do you stand or sit during the lesson? Ensure that your position or posture does not exclude or intimidate students.

**Management of other gender and inclusive constraints to learning inside the classroom**

- In the planning process, make provision for time to deal with gender-specific problems, if any, such as girls who have missed class due to menstruation, household chores or family responsibilities. Or support to students with learning disabilities.
- Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, Pregnancy, Peer pressure, among others.

### **Feedback and Assessment**

Make time for adequate feedback from girls, boys and students with special needs to ensure that lesson is well understood. Ensure that assessment methods do not disadvantage any marginalised group or individual in the class.

### **GESI Responsive Teaching & Learning Resources (TLRs)**

TLRs are fundamental to the pedagogical process and are critical for shaping young minds. However, TLRs and textbooks often communicate traditional and limited gender roles. They also reinforce stereotypes about disabilities. Usually, the message in some materials is that women and girls are weak and passive and that persons with disabilities are a burden or are cursed. Consequently, male and female students continue to follow the status quo and reinforce negative stereotypes about women. In effect, men are challenged to take up leadership roles, whereas women continue to occupy the backbench. To ensure equality and inclusion, TLRs and other learning resources must empower both female and male students and students with disabilities.

Choose materials that depict persons of minority groups in a positive light. For example, a child with a physical disability playing with other children; an albino student in class with other children, a female statistician etc

GESI Responsive TLRs:

### **GESI Responsive Language Use in the Classroom**

**Language** is a tool of communication. Inappropriate language use can transmit negative messages and inhibit learning. A boy or girl whose teacher constantly tells them "you are stupid" may believe this to be true. A teacher's constant use of harsh, abusive and threatening language may instil fear in the students. Language can also reinforce gender differences and inequalities

- Gender biases are expressed through language that reveals the belief that girls cannot perform as well as boys or that boys should not allow themselves to be outperformed by girls academically – or in any other way.
- Teachers sometimes discourage girls from taking science-based subjects or courses by telling them that such subjects are for boys or are too difficult for girls.
- When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop acting like a girl.

- Spoken language is only part of the equation. Much offensive communication is not verbal. – An indifferent shrug of the shoulders or rolling of the eyes suggests that the student is too foolish or bothersome to warrant attention.
- Other gestures and body language, such as winking, touching, brushing, grabbing, and other moves, may be overtly sexual.
- It is also difficult for the victim to take steps to stop the abuse because there is often no tangible evidence. Most sexual harassment occurs and escalates in this way.

### **GESI Responsive Classroom Setup**

How the classroom is arranged can contribute positively or negatively to teaching and learning processes. This includes the layout of the furniture in the classroom or laboratory, the quality of chairs and desks, and the overall physical infrastructure of the school. The height of shelves in the classroom can contribute to an interactive classroom setup or exclude student of a certain height.

To ensure GESI responsiveness in the way a classroom is set up, the following needs to be considered:

- A classroom setup that mixes girls and boys and also considers disabilities – Classroom setup that enhances the participation of all students
- Arrangement of the desks that allow students with disabilities to be comfortable – Appropriate shelf heights in the libraries and laboratories.
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys.
- Fixtures and visual aids on the walls that send gender-responsive messages
- Appropriate size, shape and weight of desks and chairs.

**GESI Responsive Classroom Interaction:** Students are boys and girls with gender-specific needs. Especially as they mature, their gender roles can have an increasing impact on classroom interactions. An existing disability introduces different classroom dynamics. Sexual experimentation, sexual harassment, male domination, female passivity, and bullying come into play in the classroom. The following are essential steps towards building good classroom rapport:

Look for characteristics such as shyness, arrogance, distraction and low confidence.

- Take into account that some students are slow learners, some are gifted, and most are better in some areas than others.
- It is important to go beyond academic ability. Bear in mind that some learners come from disadvantaged situations.
- Orphans, displaced, the very poor or may have hidden disabilities
- Watch out for the gender-specific needs of students: girls who are having problems because they are going through their menstrual cycle.

## Appendix 3 – GESI Observation Tool

<b>Name of Tutor</b>		<b>Sex</b>				
<b>Course Title</b>		<b>Level</b>				
<b>Subject/Topic</b>						
<b>Gender and Inclusion Responsive competency</b>	<b>Some Strategies and Actions to observe:</b>	<b>Not achieved</b>	<b>Partially achieved</b>	<b>Half achieved</b>	<b>Fully achieved</b>	
		0	1	2	3	
<b>1. The Tutor uses Gender and Inclusion responsive pedagogy in class</b>  (aim for a score of 19-21)	<b>The Tutor:</b> 1) gives equal chance to females and males to ask and answer questions in class (and provides extra encouragement to girls who may lack confidence)					
	2) uses participatory methods such as group work, debates and role play; and ensures equal participation of females & males (giving extra encouragement where needed)					
	3) pays attention to the composition of females and males during group work and assigns females leadership roles					
	4) ensures that females have equal access to teaching and learning resources (TLMs, books, desks, etc.), particularly if males are more assertive and take resources first					
	5) is patient with females and males who may be shy or afraid to speak					
	6) checks to see if both females and males understand the lesson					
	7) provides constructive/positive verbal feedback to both females and males in class					
	<b>Total score</b>					
<b>2. The Tutor uses Gender and Inclusion responsive language and interaction</b>	<b>The Tutor:</b> 1) does not use negative expressions or language that demeans, excludes, or gives females the impression that are not as intelligent or do not need to perform as well as males					
	2) does not use harsh/threatening language or actions that instil fear in both females and males					

(aim for a score of 19-21)	3) does not say things that reinforce false assumptions about females and males (e.g., girls are bad at maths/science, girls are always shy, boys are the first to answer)				
	4) does not use body language that excludes girls or shows preferential treatment to boys (such as speaking mostly to boys or turning your back to girls)				
	5) sets ground rules that prohibit teasing or bullying, particularly from males towards females				
	6) builds students' (especially females') skills for self-confidence, speaking out and leadership				
	7) knows the difference between 'being friendly' with girls and being flirtatious. Jokes and conversations <u>should not</u> have sexual undertones, and Tutors should not use terms like 'girlfriend' or 'sweetie'.				
<b>Total score</b>					
<b>3. The Tutor uses Gender and Inclusion responsive TLMs</b>  (aim for a score of 10-12)	<b>The Tutor:</b> 1) reviews all textbooks, pictures, posters, and materials before using them to see if they reinforce traditional Gender and Inclusion roles (e.g., women cooking/cleaning, men in professional roles)				
	2) identifies traditional Gender and Inclusion roles that appear in books/materials and makes a point to alert students to these portrayals when using the materials in class				
	3) discusses with students how portrayals of traditional Gender and Inclusion roles limit what female students think they can do and achieve				
	4) ensures that books, materials, or equipment are equally distributed amongst females/males				
<b>Total score</b>					
<b>4. The Tutor challenges</b>	<b>The Tutor:</b> 1) empowers males to be critical of and challenge traditional views of masculinity				

<b>traditional Gender and Inclusion roles</b>  (aim for a score of 10-12)	(e.g. men should be 'powerful', should not be 'weak', should never cook/clean)				
	2) empowers females to be critical of and challenge traditional views of femininity (e.g., women should be dependent on men, should only be mothers/carers, should not be assertive)				
	3) actively uses examples (e.g., exercises, activities, role play, pictures) that <i>challenge or reverse</i> traditional Gender and Inclusion roles (such as having men cook)				
	4) supports and encourages females to achieve in maths and science and aspire to professions traditionally taken by men (such as engineering, police, medicine)				
<b>Total score</b>					
<b>5. The Tutor uses Gender and Inclusion responsive planning</b>  (aim for a score of 15-18)	<b>The Tutor:</b>				
	1) plans classroom seating so that males and females are mixed, and so that pupils who need more support sit at the front				
	2) reviews student attendance every 2-3 months (particularly for females) - if there are problems with attendance, the Tutor should follow up with the head Tutor and parents				
	3) reviews student assessments every 2-3 months - if there are large gaps between females and males, the Tutor should develop strategies to close the gaps				
	4) plans to use teaching strategies that ensure equal participation of both females and males				
	5) reviews TLMs for traditional Gender and Inclusion roles and ensures that materials are distributed and used equally between female and males				
6) plans to use exercises/activities that do not reinforce traditional Gender and Inclusion roles and in some cases, actively <i>challenges or reverses</i> traditional Gender and Inclusion roles					
<b>Total score</b>					
<b>Overall score</b>					

<b>Class size</b>	
<b>Number of Females</b>	
<b>Number of Males</b>	

**Name of Peer Tutor (Observer)**

.....

**Signature**

.....

**Thank you for completing this observation tool.**

# ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING

## Purpose

### This manual is prepared to

1. help tutors plan and teach learner-centred lessons using ICT
2. provide tutors access to and use of ICT tools for assessment *of, for and as* learning
3. introduce tutors to the use ICT for the development of 21<sup>st</sup> century skills
4. guide tutor in their use of ICT software and hardware for teaching and learning.

## Preamble

Teachers in the 21st century are facing new challenges because of the expanding possibilities of ICT integration in every aspect of the school curriculum. Research works have shown the potential of Tutor Professional Development (TPD) that is tailored to local conditions as well as global components and takes advantage of mutual support among tutors, as well as modelling of effective practices.

Welliver's Instructional Transformation Model sets goals and expectations for all teachers at whatever stage they are starting at. The five hierarchical stages start with familiarization, then utilization, integration, reorientation, and finally revolution.

1. **Familiarization:** is when teachers become aware of technology and its potential uses.
2. **Utilization:** teachers use technology, but minor problems will cause them to discontinue its use.
3. **Integration:** technology becomes essential for the educational process and teachers are constantly thinking of new ways to use technology in their classrooms
4. **Reorientation:** teachers begin to rethink the educational goals of the classroom with the use of technology.
5. **Revolution:** is the evolving classroom that becomes completely integrated with technology in all subject areas. Technology becomes an invisible tool that is seamlessly woven into the teaching and learning process.

ICTs have the capabilities to bring several benefits to teachers and students such as shared learning resources, shared learning spaces and promotion of cooperative and collaborative learning they also provide a base for autonomous learning. ICTs have enabled us to communicate one to one, one to many and many to many through communication channels and networking. They provide a means to organize institutions differently and lead to new ways of working together with virtualization. With implementation and integration of ICTs in teacher education, the society has been transformed into a knowledge society. During the International Conference on ICT and Post-2015 Education, the 2015 Qingdao Declaration stated the importance of the professional development of teachers to effectively integrate ICT into their work.

*Successful integration of ICT into teaching and learning requires rethinking the role of teachers and reforming their preparation and professional development. It calls for promoting a culture of quality in all its aspects: staff support, student support, curricula design, course design, course delivery, strategic planning, and development. We will therefore ensure that teacher-training institutions are equipped and prepared to use ICT adequately to expand the benefits of*

*training and professional development programmes to all teachers, and to act as the vanguard for technology-supported innovations in education. We also commit to providing teachers with system-wide support for the pedagogical use of ICT, to incentivize teacher innovation, and to develop networks and platforms that allow teachers to share experiences and approaches that may be of use to peers and other stakeholders. (UNESCO, 2015)*

Mishra and Koehler (2006) expressed the fact that technology has changed the way we teach (pedagogy), what we teach (content), and the context in which teaching/learning happens. Thus, to say that technology gives us new opportunities to connect with the content and use new pedagogical strategies to pass the content to our students.

In the field of teacher education ICT-based applications and their integration with content, method and pedagogy are potential catalysts for meaningful learning of students.

Professionals associated with teacher education institutions should equip them to design their educational system and prepare teachers for the future of the society (Singh, 2014).

With implementation of ICTs and its effective integration with teaching and learning process, the approaches to learning and teaching has changed to reflect global competencies of the 21<sup>st</sup> century teacher. The basic approaches are as follows:

- Learner Centric: Explore the best in every student.
- Learning Centric: Learner learn by designing and preparing meaningful learning experience with the help of a teacher.
- Promoting Inquisitiveness: Develop questioning ability in learner. Teacher encourages learner to ask questions. It leads to critical thinking.
- Innovation Centric: Teacher promotes innovation, creativity, and team spirit in learner.
- Develop cooperative and collaborative learning environment: Learning occurs through discussion, interaction and debate called learning for development.

Teacher is expected to perform the role of a facilitator and moderator with different responsibilities in different situations in a technology-mediated learning environment, called networked society. There is the need for specialized training and orientation of teachers to enable the teacher to develop the classroom, school and society with new skills and competencies. For this reason, the expectation of the National Teacher Curriculum Framework (NTECF) is that student teachers should be equipped a set of competencies and skills so that they can in turn inculcate in their learners the competencies and skills. The set of skills and competencies provided by the NTECF, subsequently captured by the Pre-Tertiary Education Curriculum Framework are:

- critical thinking and problem-solving skills,
- creative and innovative skills,
- life-long learning/personal Life skills,
- collaborative/social skills,
- communication skills,
- literacy and numeracy skills,
- leadership skills,
- entrepreneurial skills,
- digital literacy/information, communication & technology (ICT) skills and,
- civic literacy.

ICT can be used to leverage the development of these skills and competencies if teachers are intentional about the ICTs use for skills and competencies development.

Learning Outcomes	Indicators
1. Demonstrate knowledge and understanding of the basic ICT tools and their impact on 21 <sup>st</sup> century skills	1.1 Mention and describe some basic ICT tools and how to use them, including: Computers, and other hardware, software. 1.2 21 <sup>st</sup> century skills and ICT tools that can be used to integrate them in lessons. 1.3 Analyse and evaluate the changes brought about by the introduction of ICT.
2. Demonstrate use of basic ICT tools for planning lessons	2.1 Perform basic lesson planning tasks using an ICT tool, e.g., using Google calendar. 2.2 Create, edit, format, save and print documents using various productivity tools. 2.3 Use the internet to search for information
3. Demonstrate use of basic ICT tools for teaching, learning and assessment	3.1 Perform basic teaching tasks using an ICT tool, e.g., using PowerPoint, Google classroom, zoom, Google meet. 3.2 Perform basic lesson assessment tasks using an ICT tool, e.g., using Google forms. 3.3 Use the internet to search for activities for teaching, learning and assessment
4. Demonstrate use of basic ICT tools for research	4.1 Perform basic research tasks using an ICT tool, e.g., using survey monkey, Google forms. 4.2 Use the internet for literature search including theoretical and conceptual frameworks

## ICT TOOLS

ICT tools – both software and hardware – can be used for planning, teaching, learning, assessment, data management and for research, with some of them able to perform multiple functions. Some of these tools are stated below with a brief note on their usage.

### ICT TOOLS FOR PLANNING LESSONS

**AnswerGarden** is a tool for online brainstorming and collaboration.

**BrainPOP** Lets you use pre-recorded videos on countless topics to shape your lesson plan, then use quizzes to see what stuck.

**Buncee** Helps students and teachers visualize, communicate, and engage with classroom concepts.

**Class Dojo**: This is a fun tool to gamify the classroom. Students make their own avatars, gain and lose points based on classroom behavior, discussion approaches, and other soft skills agreed upon by the teacher and the class. Teachers can also use Class Dojo to take attendance and create graphs that breakdown the information for teachers. Not only will this tool encourage students to uphold class values, but it will also provide key metrics to help teachers adjust their teaching tactics accordingly.

**Coggle** A mind-mapping tool designed to help you understand student thinking.

**Conceptboard** is a software that facilitates team collaboration in a visual format, similar to mind mapping but using visual and text inputs.

**Dotstorming** A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.

**Flipgrid:** Flipgrid is the video discussion tool from Microsoft that opens-up the classroom. It is designed to allow students to speak to the group but without the same fear that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class, on the spot. Of course, it's also a great tool for use when learning remotely.

**Google Calendar:** With Google Calendar, you can quickly schedule meetings and events and get reminders about upcoming activities, so you always know what's next. Calendar is designed for teams, so it's easy to share your schedule with others — students and colleagues for example — and create multiple calendars that you and your team can use together.

**Google Classroom:** Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines *Google Drive* for assignment creation, storage and distribution, Google Docs (equivalent of Microsoft Word), Sheets (equivalent of Microsoft Excel) and Slides (equivalent of Microsoft PowerPoint) for writing/word processing, calculation and graphing, and presentation respectively Gmail for communication, and Google Calendar for scheduling.

**Google Meet:** Google Meet is a google enterprise-grade video conferencing app. Now, anyone with a Google Account can create an online meeting with up to 100 participants and meet for up to 60 minutes per meeting.

**PowerPoint Presentation:** PowerPoint is a presentation programme developed by Microsoft. PowerPoint is often used to create business presentations but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. A good PowerPoint presentation enables teachers to make their lessons engaging, interactive and real.

**Voov Meeting:** VooV Meeting allows attendees to join meetings quickly on mobile phones, PCs, tablets, and webpages for a seamless conferencing experience across platforms

**Zoom:** Zoom Cloud Meetings is a proprietary video teleconferencing software program developed by Zoom Video Communications. It enables you to virtually interact with your students when in-person meetings are not possible, and it has been hugely successful for teaching and learning.

(Zoom, VooV Meeting and Google Meet are good for collaborative lesson planning with colleagues).

## ICT TOOLS/APPS FOR TEACHING

**AudioNote** A combination of a voice recorder and notepad, it captures both audio and notes for student collaboration.

**Edmodo** is a free learning management platform that merges classroom content, safe communication, and assessment with social media savvy. Students and parents can get quick answers to questions as well as stay current on class assignments and happenings via the student planner and discussion threads. It provides a simple way for teachers to create and manage an online classroom community as well as enables students to connect and work with their classmates and teachers anywhere and anytime. The Ghana Library Authority as subscribed to this platform and available for teachers, students, and their parents to use.

**Edpuzzle** helps you use video (your own, or one from Khan Academy, YouTube, and more) to track student understanding.

**GeoGebra for Teaching and Learning Math.** It is a free digital tool for class activities, graphing, geometry, collaborative whiteboard and more

**Google Classroom:** Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling.

**Jamboard** is a digital interactive whiteboard in a collaborative whiteboard space with options to draw, add pictures, shapes, sticky notes, and text boxes. Jamboard is one smart display. Quickly pull in images from a Google search, save work to the cloud automatically, use the easy-to-read handwriting and shape recognition tool, and draw with a stylus but erase with your finger – just like a whiteboard.

**Kasahorow** is a vocabulary-enriching platform that helps to learn the English language and modernize African languages like a child. Kasahorow Keyboards for Android lets you type in Akan, English, Gbe, Ga-Dangme, Hausa and Yoruba conveniently. It is used as a normal keyboard by simply installing and selecting when you want to type an African language on any Android devices you have.

**Kahoot** is an online game-based learning platform. It allows teachers, organizations, and parents to set up fun web-based learning for others. Kahoot can be used as a fun trivia activity to do with students or teachers to have a series of fun questions at the same time learn.

**Math Kids** is a free learning game designed to teach young children numbers and mathematics. It features several mini games that toddlers and pre-K kids will love to play, and

the more they do the better their math skills will become. Adding Quiz will put your child's math and addition skills to the test.

Other mathematics applications are, inMaths, Geomaths

**Moodle:** Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle was designed to provide educators, administrators, and learners with an open, robust, secure, and free platform to create and deliver personalised learning environments. Moodle is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organisations across the globe.

**Photomath** is a mobile application that utilizes a smartphone's camera to scan and recognize mathematical equations; the app then displays step-by-step explanations onscreen. It is available for free on both Android and iOS. It uses the camera on a user's smartphone or tablet to scan and recognize a math problem. Once the problem is recognized, the app will display solving steps, sometimes in a variety of methods or multiple approaches, to explain the scanned problem step-by-step and teach users the correct process.

**Piazza** Lets you upload lectures, assignments, and homework; pose and respond to student questions; and poll students about class content. This tool is better suited for older students as it mimics post-secondary class instructional formats.

**QuickVoice Recorder** Allows you to record classes, discussions, or audio for projects. Sync your recordings to your computer easily for use in presentations.

**StudyGe:** This is a geography for children. This learning game will help you to remember location of countries, their capitals and flags. You can train your memory and memorize information about countries. This offline platform will allow students to improve your knowledge of geography. Other geography platforms are LearnGeography, AP Human Geography

**Telegram** is a mobile application that allows users to communicate with them using mobile gadget and computer. Telegram can be used for teaching and learning for the following reasons:

Multiple platforms: smartphones (Operating system, Android), PC, Laptop, iPad, Tab, and Web., Compatible file format, large files transfer, Grouping facilities, better storage capacity and management, better memory system and management, better security with the encryption. Telegram can be used for teaching and learning in the following ways: announcement, forum i.e., whole class discussion, Quizzes, open ended question, group project report, listening practice, pronunciation practice, speaking practice, writing practice, problem solving, Content/materials sharing, PowerPoint presentation.

**Vocaroo** Is a quick and easy way to record and share voice messages over the interwebs. Vocaroo creates audio recordings without the need for additional software. The recordings are easy to be embedded into PowerPoint presentations and websites.

**Whiteboard** is an instant formative assessment tool for your classroom, providing you with live feedback and immediate overview over your students. Engage your whole class, include every student and let everybody answer - including the shy students or students who normally wouldn't bother to answer.

## DIGITAL ASSESSMENT TOOLS FOR TEACHERS

**Classmarker:** Classmarker is an online testing software that offers a free version that is very complete providing teachers with interesting possibilities for formative and summative evaluations. A professional web-based Quiz maker is an easy-to-use, customizable online testing solution for business, training & educational assessments with Tests & Quizzes graded instantly, saving hours of paperwork

**Edulastic** Allows you to make standards-aligned assessments and get instant feedback.

**Gimkit** Lets you write real-time quizzes.

**Google Forms:** Google Forms is a tool that allows collecting information from users through a personalized survey or exam. Google Forms is a free tool from Google that allows you to do the following: Create forms, surveys, quizzes, and such. Share the forms with others. Allow others to complete the forms online.

**Kahoot** - game-based assessment tool.

**Mentimeter** - pre-built education templates.

**Naiku** Lets you write quizzes students can answer using their mobile devices.

**Poll Everywhere** - used by 300,000 teachers.

**Quiz Bot** - Create a quiz with several multiple-choice questions and test on telegram

**Socrative** - quizzes and questions with real-time grading.

**World Geography** – Quiz Games for Geography

**World Map Quiz** – quizzes and questions for Geography

## ICT TOOLS/APPS FOR RESEARCH

**Academia.edu:** is a platform for academics to share research papers. The company's mission is to accelerate the world's research.

**ai.google:** Google periodically releases data of interest to researchers in a wide range of computer science disciplines.

**Biohunter:** A Portal with literature search, data statistics, reading, sorting, storing, field expert identification and journal finder.

**Code Ocean** is a Cloud-based computational platform which provides a way to share, discover and run published code.

**DataBank:** Is an analysis and visualization tool that contains collections of time series data on a variety of topics.

**Datacatalogs.org** offers open government data from US, EU, Canada, CKAN, and more.

**Data.gov:** The USA government's official data portal offers access to tens of thousands of data sets

**Data.gov.in:** An Open Government Data (OGD) Platform India - is a platform for supporting Open Data initiative of Government of India. The portal is intended to be used by Government of India Ministries/ Departments their organizations to publish datasets, documents, services, tools and applications collected by them for public use. It intends to increase transparency in the functioning of Government and also open avenues for many more innovative uses of Government Data to give different perspective.

**Data.gov.uk:** The British government's official data portal offers access to tens of thousands of data sets on topics such as crime, education, transportation, and health

**DeepDyve:** provides simple and affordable access to millions of articles across thousands of peer-reviewed journals. Content from the world's leading publishers including Reed Elsevier, Springer, Wiley-Blackwell, and more.

**GitHub:** An Online software project hosting using the Git revision control system.  
**Open Science Framework:** This gathers a network of research documents, a version control system, and a collaboration software.

**Google Finance:** it provides stock market data and give updates in real time.

**Google Scholar** is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.

**Microsoft Academic Search:** Find information about academic papers, authors, conferences, journals, and organizations from multiple sources.

**Peer Evaluation:** is an Open repository for data, papers, media coupled with an open review and discussion platform.

**QuillBot** is a paraphrasing and summarizing tool that helps millions of students and professionals cut their writing time by more than half using state-of-the-art AI to rewrite any sentence, paragraph, or article.

**ResearchGate** is the professional network for scientists and researchers. Over 15 million members from all over the world use it to share, discover, and discuss research.

**Sciencescape:** An Innovation in the exploration of papers and authors.

**SlideShare:** Community for sharing presentations and other professional content

**SSRN:** Is Multi-disciplinary online repository of scholarly research and related materials in social sciences.

**Turnitin** is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying. When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc.

## Tutor PD Session on ICT Integration & 21<sup>st</sup> Century Skills

Age Levels/s: EG,UP,JHS

Name of Subject/s: ICT Integration

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>Introduction to the session</b></p>	<p>1.1 Self-introduction: Ask tutors to introduce themselves.</p> <p>1.2 Ask tutors to share any successes and issues they had when using ICT tools in a previous semester <i>employing talk for learning strategies.</i></p> <p>1.3 Asks tutors who are conversant with and have utilized ICT tool(s) in Lessons in the previous semester(s) to share their practices and how these ICT tools and its integration has impacted on their teaching in any of the semester(s). It is important to identify the topic as well as the ICT tool(s) used in the discussion.</p>	<p>1.1 Kindly introduce yourself to the group.</p> <p>1.2 Tutors share any successes and issues they had when using ICT tools in a previous semester <i>employing talk for learning strategies.</i></p> <p>1.3 Tutors who are conversant with and have utilized ICT tool(s) in Lessons in the previous semester(s) to share their practices and how these ICT tools and its integration has impacted on their teaching in any of the semester(s). It is important to identify the topic as well as the ICT tool(s) used in the discussion.</p>	<p><b>20 mins</b></p>

	<p>1.4. Ask tutors to read the purpose, the learning outcomes and learning indicators of the manual and use the think-pair-share approach to share their views about how the manual can help them to integrate ICT into their lessons.</p> <p><b>Distinctive aspects</b> Lead tutors to discuss ICT tool(s) they are familiar with and any unique qualities of these ICT tool(s) as learning tools that they can identify.</p> <p>Note: The following are the distinctive aspects that this manual has considered: Reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains.</p> <p>1.5 Ask tutors to pair with a colleague and share their views about the ICT tools that they have used in their everyday life and how the unique qualities of these tool(s) can be incorporated into their classroom teaching.</p>	<p>1.4. Read the purpose, the learning outcomes and learning indicators of the manual and use the think-pair-share approach to share your views about how the manual can help you to integrate ICT into their lessons.</p> <p><b>Distinctive aspects</b> Tutors to discuss ICT tool(s) they are familiar with and any unique qualities of these ICT tool(s) as learning tools that they can identify.</p> <p>Note: The following are the distinctive aspects that this manual has considered: Reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains.</p> <p>1.5 Pair with a colleague and share your views about the ICT tools that you have used in your everyday life and how the unique qualities of these tool(s) can be incorporated into your classroom teaching.</p>	
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	<p>1.6 In groups ask tutors to write on a flip chart using Concept Cartoons:</p> <p>a. ICT tool (s) tutors are familiar with. e.g., email, mobile phones, computers, slides, animation, zoom, telegram, etc.</p> <p>b. ICT tool(s) tutors use and integrate in their teaching at the College of Education</p> <p>1.7 Let tutors present their findings via <i>radio reporting</i>.</p>	<p>1.6 In groups, write on a flip chart using Concept Cartoons:</p> <p>a. The distinctive features of ICT tool(s) you are familiar with</p> <p>b. CT tools you use and integrate in your teaching at the College of Education.</p> <p>1.7 Present your findings via <i>radio reporting</i>.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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>Concept Development</b></p> <p>2.1. Using the think, pair, share approach, assign tutors sub-topics of integrating ICT into teaching and learning (<i>equity, health and safety issues relating to the use of ICT tools</i>) to tutors to discuss and write points on a flip chart for presentation. Allow time for each presentation and whole group discussion.</p> <p>2.2 Ask tutors to work in pairs and examine the misconceptions in teaching and learning with ICT tool(s) and share ideas on how to address them.</p> <p>E.g. computers can do everything a teacher can do</p>	<p><b>Concept Development</b></p> <p>2.1. Discuss the sub-topic, assigned to you with your partner and share your views with the larger group</p> <p>2.2 In pairs, discuss misconceptions in teaching and learning with ICT tool (s) and share possible ways of addressing them.</p> <p>E.g. computers can do everything a teacher can do</p>	<b>25 mins</b>

	2.3 Ask tutors to outline possible challenging areas in teaching with ICT tool(s) taking into consideration GESI (e. g. identifying areas in the curriculum where stereotypes are reinforced and addressing these).	2.3 Outline possible challenging areas in teaching with ICT tool(s) taking into consideration GESI (e. g. identifying areas in the curriculum where stereotypes are reinforced and addressing these).	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous</li> </ul>	<p><b>Teaching and learning activities:</b></p> <p>3.1. Discuss with tutors, general ICT tools for teaching and learning</p> <p>Desktop and laptops computers, Projector, Digital cameras, Printer, Photocopier, tablets, Popplet, Pen Drive, Ipods, Ipads, Webboards, Scanners, Microphones, interactive white board, DVDs and CDs Flash discs, video Games</p> <p><b>E.g.,</b>  <b>Geomaths</b>  <b>Maths kits</b>  <b>Microsoft maths solver</b>  <b>Photomaths</b>  <b>Scratch</b>  <b>kasahorow</b></p> <ul style="list-style-type: none"> <li>• <b>Software</b></li> <li>• <b><u>Office Professional</u></b> – E.g. XP.</li> <li>• <b>Good photo software</b> e.g. <u>Microsoft Digital Photo Suite</u></li> <li>• <b>"Photostory 2</b> -- comes with service pack 2.</li> </ul>	<p><b>Teaching and learning activities:</b></p> <p>3.1 Discuss general ICT tools for teaching and learning</p> <p>Desktop and laptops computers, Projector, Digital cameras, Printer, Photocopier, tablets, Popplet, Pen Drive, Ipods, Ipads, Webboards, Scanners, Microphones, interactive white board, DVDs and CDs Flash discs, video Games</p> <p><b>E.g.,</b>  <b>Geomaths</b>  <b>Maths kits</b>  <b>Microsoft maths solver</b>  <b>Photomaths</b>  <b>Scratch</b>  <b>kasahorow</b></p> <ul style="list-style-type: none"> <li>• <b>Software</b></li> <li>• <b><u>Office Professional</u></b> – E.g. XP.</li> <li>• <b>Good photo software</b> e.g. <u>Microsoft Digital Photo Suite</u></li> <li>• <b>"Photostory 2</b> -- comes with service pack 2.</li> </ul>	<b>40 mins</b>

<p>assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inspiration</b></li> <li>• <b><u>Smart Notebook</u></b> <ul style="list-style-type: none"> <li>○ <b><u>United Streaming</u></b> subscription</li> </ul> </li> <li>• <b>Hardware</b></li> <li>• <b>Flat Screen monitor</b> Good quality printer preferably a laser black and color photo. E.g. HP</li> <li>• <b>CD/DVD RW drive(s)</b></li> <li>• <b><u>USB ports</u></b></li> <li>• <b>Scanner</b> – e.g. Epson brand</li> <li>• <b>Digital camera</b> – e.g. of Canon</li> <li>• <b>External storage</b> - an <u>external hard drive</u> to back up data</li> <li>• <b>Portable storage</b> - USB flash drive, 2 GB minimum.</li> <li>• <b><u>Palm</u></b> or other <b>handheld device</b> to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm</li> <li>• <b><u>Smart board</u></b> or <b><u>Smart Airliner</u></b>, with projection unit for classroom use.</li> <li>• <b>CPS (<u>classroom performance system</u>)</b> also for classroom use.</li> </ul> <p><b>Teaching 21st Century Skills with ICT</b></p> <p><b>Collaborative Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• <b>Inspiration</b></li> <li>• <b><u>Smart Notebook</u></b> <ul style="list-style-type: none"> <li>○ <b><u>United Streaming</u></b> subscription -</li> </ul> </li> <li>• <b>Hardware</b></li> <li>• <b>Flat Screen monitor</b> Good quality printer preferably a laser black and color photo. E.g. HP</li> <li>• <b>CD/DVD RW drive(s)</b></li> <li>• <b><u>USB ports</u></b></li> <li>• <b>Scanner</b> – e.g. Epson brand</li> <li>• <b>Digital camera</b> – e.g. of Canon</li> <li>• <b>External storage</b> - an <u>external hard drive</u> to back up data</li> <li>• <b>Portable storage</b> - USB flash drive, 2 GB minimum.</li> <li>• <b><u>Palm</u></b> or other <b>handheld device</b> to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm</li> <li>• <b><u>Smart board</u></b> or <b><u>Smart Airliner</u></b>, with projection unit for classroom use.</li> <li>• <b>CPS (<u>classroom performance system</u>)</b> also for classroom use.</li> </ul> <p><b>Teaching 21st Century Skills with ICT</b></p> <p><b>Collaborative Problem Solving</b></p>	
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	<p><a href="https://youtu.be/cnkKHL_dyGE">https://youtu.be/cnkKHL_dyGE</a></p> <p><b>Creativity</b>  <a href="https://www.youtube.com/watch?v=qV7DiTFdtvw">https://www.youtube.com/watch?v=qV7DiTFdtvw</a></p> <p><b>Hands-On Learning</b>  <a href="https://youtu.be/vYUNfJ9IKzs">https://youtu.be/vYUNfJ9IKzs</a></p> <p><b>Effective Written and Oral Communication</b>  <a href="https://www.youtube.com/watch?v=D5hMN_XkPQA">https://www.youtube.com/watch?v=D5hMN_XkPQA</a></p> <p><b>Ethical Decision Making</b>  <a href="https://youtu.be/lwk8dGFn1tY">https://youtu.be/lwk8dGFn1tY</a></p> <p><b>Information and Media Literacy</b>  <a href="https://youtu.be/bjYhmTC3lrc">https://youtu.be/bjYhmTC3lrc</a></p> <p><b>Critical Thinking</b>  <a href="https://youtu.be/y7iMEH7jGfK">https://youtu.be/y7iMEH7jGfK</a>  <a href="https://youtu.be/88DoGrqEuJk">https://youtu.be/88DoGrqEuJk</a></p> <p><b>Leadership</b>  <a href="https://youtu.be/NF10F6bX_g">https://youtu.be/NF10F6bX_g</a></p> <p><b>Personal Responsibility and Initiative</b>  <a href="https://youtu.be/nRE131ErclM">https://youtu.be/nRE131ErclM</a></p> <p>3.2 Lead tutors to discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.</p> <p><b>E.g.,</b> Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,</p>	<p><a href="https://youtu.be/cnkKHL_dyGE">https://youtu.be/cnkKHL_dyGE</a></p> <p><b>Creativity</b>  <a href="https://www.youtube.com/watch?v=qV7DiTFdtvw">https://www.youtube.com/watch?v=qV7DiTFdtvw</a></p> <p><b>Hands-On Learning</b>  <a href="https://youtu.be/vYUNfJ9IKzs">https://youtu.be/vYUNfJ9IKzs</a></p> <p><b>Effective Written and Oral Communication</b>  <a href="https://www.youtube.com/watch?v=D5hMN_XkPQA">https://www.youtube.com/watch?v=D5hMN_XkPQA</a></p> <p><b>Ethical Decision Making</b>  <a href="https://youtu.be/lwk8dGFn1tY">https://youtu.be/lwk8dGFn1tY</a></p> <p><b>Information and Media Literacy</b>  <a href="https://youtu.be/bjYhmTC3lrc">https://youtu.be/bjYhmTC3lrc</a></p> <p><b>Critical Thinking</b>  <a href="https://youtu.be/y7iMEH7jGfK">https://youtu.be/y7iMEH7jGfK</a>  <a href="https://youtu.be/88DoGrqEuJk">https://youtu.be/88DoGrqEuJk</a></p> <p><b>Leadership</b>  <a href="https://youtu.be/NF10F6bX_g">https://youtu.be/NF10F6bX_g</a></p> <p><b>Personal Responsibility and Initiative</b>  <a href="https://youtu.be/nRE131ErclM">https://youtu.be/nRE131ErclM</a></p> <p>3.2 Discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.</p> <p><b>E.g.,</b> Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,</p>
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	<p>keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.</p> <p>3.3 Lead tutors to discuss some useful Education Technology Resources for teaching, learning and assessment.  <b>E.g., <u>Office 365 vs G-Suite for Education</u></b>  <u>Google Meet for Online Teaching</u>  <u>Google Classroom for Online</u>  <u>Assignment submissions</u>  <u>Plagiarism checking</u>  <u>Softwares</u>  <u>Tools for Checking Grammar errors Online</u>  Assessment tools include: grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot  Digital Assessment Tools for Teachers:  Socrative - quizzes and questions with real-time grading.  Classmarker- quizzes and questions with real-time grading  Google Forms - easy to use.  Mentimeter - pre-built education templates.  Poll Everywhere - used by 300,000 teachers.  Kahoot - game-based assessment tool.</p> <ul style="list-style-type: none"> <li>• Further links to videos for further application of ICT tools in the teaching and learning process</li> </ul>	<p>keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.</p> <p>3.3 Discuss some useful Education Technology Resources for teaching, learning and assessment.  <b>E.g. <u>Office 365 vs G-Suite for Education</u></b>  <u>Google Meet for Online Teaching</u>  <u>Google Classroom for Online</u>  <u>Assignment submissions</u>  <u>Plagiarism checking</u>  <u>Softwares. Tools for Checking Grammar errors Online</u>  Assessment tools include: grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot  Digital Assessment Tools for Teachers:  Socrative - quizzes and questions with real-time grading.  Classmarker- quizzes and questions with real-time grading  Google Forms - easy to use.  Mentimeter - pre-built education templates.  Poll Everywhere - used by 300,000 teachers.  Kahoot - game-based assessment tool.</p> <ul style="list-style-type: none"> <li>• Further links to videos for further application of ICT tools in the teaching and learning process</li> </ul>	
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	<p><a href="https://www.youtube.com/watch?v=k8nMh71ky4Y">https://www.youtube.com/watch?v=k8nMh71ky4Y</a></p> <p>3.4 Ask tutors to suggest ICT-mediated teaching, learning and assessment activities in their respective subjects taking into account GESI. E.g., Making reasonable adjustments using ICT for physically challenged learners. E.g. Both male and female learners playing leading roles in ICT-based group tasks.</p> <p>3.5 Let tutors present their findings to the larger group</p>	<p><a href="https://www.youtube.com/watch?v=k8nMh71ky4Y">https://www.youtube.com/watch?v=k8nMh71ky4Y</a></p> <p>3.4 Suggest ICT-mediated teaching, learning and assessment activities in your respective subjects. Taking into account GESI. E.g., Making reasonable adjustments for physically challenged learners.</p> <p>Both male and female learners playing leading roles in a group task.</p> <p>3.5 Present your findings to the larger group</p>	
<ul style="list-style-type: none"> <li>• <b>Evaluation and review of session:</b></li> <li>• Tutors need to identify critical friends to observe lessons and report at next session</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify any outstanding issues relating to the lesson/s for clarification</p> <p>4.2 Ask tutors to identify a critical friend who will observe their first lesson and give them feedback on how they integrated ICT in the lesson.</p>	<p>4.1 Identifying any outstanding issues relating to the lesson/s for clarification.</p> <p>4.2 Identify a critical friend who will observe your first lesson and give you feedback on how you integrated ICT in the lesson.</p>	<p><b>5 mins</b></p>

# PEDAGOGY

## PEDAGOGY: YEAR TWO SEMESTER ONE PD MANUAL

### Tutor PD Session for Lesson 1

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

### 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
<b>1(a) Introduction to the semester – in session one</b> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors</li> </ul>	<b>1a</b> 1.1 Welcome tutors to the PD session and introduce new tutors where applicable.  1.2 Ask tutors to read from the course manuals, the purpose of the specialisms (Early Grade, Upper Primary, Junior High School).	<b>1a</b>  1.2 Read from the course manuals, the purpose of the specialisms (Early Grade, Upper Primary, Junior High School).	<b>20 mins</b>

<p>according to the subject/s, age levels/s.</p> <ul style="list-style-type: none"> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• 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.</li> </ul> <p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p><b>NB: Early Grade (KG1-P3)</b> This specialism seeks to use the thematic approach to prepare and equip student teachers with developmentally appropriate practices, which promote play-based learning.</p> <p><b>NB: Upper Primary (P4-P6)</b> This specialism seeks to equip student teachers to be class teachers, who are able to teach all the subjects of the Basic School Curriculum and to support learning and development of middle childhood learners.</p> <p><b>NB: JHS</b> This specialism seeks to equip student teachers with specialist subject knowledge and the ability to address the developmental needs of learners at early adolescent level.</p> <p>1.3 Inform tutors of the groupings for the PD sessions for the semester as follows: Early Grade; Upper Primary; and Junior High School.</p> <p>1.4 Inform tutors of the various courses for PD sessions for the semester as follows: <i>Differentiated Planning and Learning for Early Grade; Differentiated</i></p>	<p><b>NB: Early Grade (KG1-P3)</b> This specialism seeks to use thematic approach to raining and equipping student teachers with developmentally appropriate practices, which promote play-based learning.</p> <p><b>NB: Upper Primary (P4-P6)</b> This specialism seeks to equip student teachers to be class teachers, able to teach all the subjects of the Basic School Curriculum and to support learning and development of middle childhood learners.</p> <p><b>NB: JHS</b> This specialism seeks to equip student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in early adolescence.</p> <p>1.3 Take note of the following groupings for PD sessions for the semester: Early Grade; Upper Primary; and Junior High School.</p> <p>1.4 Take note of the various courses for PD sessions for the semester as follows: <i>Differentiated Planning and Learning for Early Grade;</i></p>	
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<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s, NB: The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB: SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p><i>Planning and Learning for Upper Primary; Multimedia development and Use (Upper Primary); Differentiated planning, Learning and Multimedia development and use for JHS.</i></p> <p>1.5 In their respective groups, ask tutors to individually read the introductory sections of the course manuals to identify and discuss the goal for the course, key contextual factors, course description, core and transferable skills, cross-cutting issues, course learning outcomes and indicators. <b>N/B:</b> Remind tutors to take critical note of all NTS references identified in the course manuals.</p> <p>1.6 Ask tutors to discuss the two continuous assessment components to be undertaken in each course during the semester and discuss their alignment with the NTEAP.</p> <p><b>NB (Subject Project)</b> Overall weighting of project = 30% Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> <li>Introduction – 10</li> <li>Methodology – 20</li> </ul>	<p><i>Differentiated Planning and Learning for Upper Primary; Multimedia development and Use (Upper Primary); Differentiated planning, Learning and Multimedia development and for JHS.</i></p> <p>1.5 In your groups, read the introductory sections of the course manuals to identify and discuss the goal for the course, key contextual factors, course description, core and transferable skills, cross-cutting issues, course learning outcomes and indicators.</p> <p>1.6 Discuss the two continuous assessment components to be undertaken in each course during the semester and discuss their alignment with the NTEAP.</p> <p><b>NB (Subject Project)</b> Overall weighting of project = 30% Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> <li>Introduction – 10</li> </ul>	
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	<p>Substantive section – 40 Conclusion – 30</p> <p><b>NB (Subject Portfolio)</b> Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.</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%). ii(b) Mid semester assessment 30% ii(c) Presentation and organisation of portfolio 10%</p> <p><i>Encourage tutors to be conversant with:</i></p> <ul style="list-style-type: none"> <li>• <i>The scope of the subject project and subject portfolio.</i></li> <li>• <i>The percentage or weight distributions.</i></li> <li>• <i>Alternative tools for CA.</i></li> </ul> <p><b>1b. PD Session 1</b> 1.7 Ask tutors to use concept mapping to share their experiences during the previous semester’s PD sessions and in-class activities, and discuss any unresolved issues.</p>	<ul style="list-style-type: none"> <li>• Methodology – 20</li> <li>• Substantive section – 40 Conclusion – 30</li> </ul> <p><b>NB (Subject Portfolio)</b> Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.</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%). ii(b) Mid semester assessment 30% ii(c) Presentation and organisation of portfolio 10%</p> <p><i>Be conversant with:</i></p> <ul style="list-style-type: none"> <li>• <i>The scope of the subject project and subject portfolio.</i></li> <li>• <i>The percentage or weight distribution.</i></li> <li>• <i>Alternative tools for CA.</i></li> </ul> <p><b>1b. PD Session 1</b> 1.7 Use concept mapping to share your experiences during the previous semester’s PD sessions and in-class activities, and discuss any unresolved issues.</p>	
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	<p><b>E.g.: Unresolved Issues</b></p> <ul style="list-style-type: none"> <li>• <i>unstable or no internet connectivity.</i></li> <li>• <i>lack of co-operation on the part of tutors to attend PD sessions.</i></li> <li>• <i>Students not having internet data</i></li> </ul> <p><b>NB:</b> <i>Note the challenges and lead tutors to address them.</i></p> <p>1.8 Ask tutors to mention how student teachers were equipped to use the various strategies and skills during STS experience.</p> <p>1.9 In their respective groups, ask tutors to read and discuss the introductory section of Lesson 1 in the course manual including the <i>learning outcomes and indicators.</i></p> <p>1.10 In their groups, ask tutors to read the overview of content of Lesson 1 and identify any distinctive aspects of the lesson. <b>NB:</b> <i>Distinctive aspects include the interactive nature of the activities, application of the concepts by student teachers during STS.</i></p>	<p>1.8 Mention how student teachers were equipped to use the various strategies and skills during STS experience.</p> <p>1.9 In your groups, read and discuss the introductory section of Lesson 1 in the course manual including the <i>learning outcomes and indicators.</i></p> <p>1.10. In your groups, read the overview of content of Lesson 1 and identify any distinctive aspects of the lesson. <b>NB:</b> <i>Distinctive aspects include the interactive nature of the activities, application of the concepts by student teachers during STS.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s)</b></p>	<p>2.1 In their respective groups, ask tutors to use think-pair-share to identify and discuss new</p>	<p>2.1 Use think-pair-share to identify and discuss new concepts to be learned in the respective lessons.</p>	<p><b>15 mins</b></p>

<ul style="list-style-type: none"> <li>• 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</li> </ul> <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>concepts to be learned in the respective lessons.</p> <p><b>E.g. Differentiated Planning and Learning for Early Grade</b></p> <ul style="list-style-type: none"> <li>• <i>The need for the Early Grade Specialism;</i></li> <li>• <i>Misconceptions of Early Grade Specialism;</i></li> <li>• <i>Differentiated learning, learning styles, components of the syllabus and curriculum.</i></li> </ul> <p><b>E.g. Differentiated Planning and Learning for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding and expectation of upper primary specialism;</i></li> <li>• <i>Differentiated learning, learning styles, syllabus, curriculum.</i></li> </ul> <p><b>E.g. Multimedia development and Use for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>The concepts: Multimedia; educational technology; instructional technology</i></li> <li>• <i>Developing and using low-cost/no-cost materials;</i></li> <li>• <i>Misconceptions about the use of multimedia.</i></li> </ul> <p><b>E.g. Differentiated Learning and Multimedia for JHS</b></p> <ul style="list-style-type: none"> <li>• <i>Concepts Learning; differentiated learning; learning</i></li> </ul>	<p><b>E.g. Differentiated Planning and Learning for Early Grade</b></p> <ul style="list-style-type: none"> <li>• <i>The need for the Early Grade Specialism;</i></li> <li>• <i>Misconceptions of Early Grade Specialism;</i></li> <li>• <i>Differentiated learning, learning styles, components of the syllabus and curriculum.</i></li> </ul> <p><b>E.g. Differentiated Planning and Learning for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding and expectation of upper primary specialism;</i></li> <li>• <i>Differentiated learning, learning styles, syllabus, curriculum.</i></li> </ul> <p><b>E.g. Multimedia and Use for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>The concepts: Multimedia; educational technology; instructional technology</i></li> <li>• <i>Developing and using low-cost/no-cost materials;</i></li> <li>• <i>Misconceptions about the use of multimedia.</i></li> </ul> <p><b>E.g. Differentiated Learning and Multimedia for JHS</b></p> <ul style="list-style-type: none"> <li>• <i>Concepts Learning; differentiated learning;</i></li> </ul>
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	<p><i>styles and strategies;</i></p> <ul style="list-style-type: none"> <li>• <i>Nature and components of curriculum and syllabus</i></li> <li>• <i>Relationship between curriculum and syllabus.</i></li> </ul> <p><b>N/B</b>  <i>Anticipate questions from tutors for clarification.  E.g. Which approaches will be appropriate to deliver Lesson 1 in the course manual?</i></p> <p><b>NB:</b> <i>Guide tutors to discuss the possible answers to the anticipated questions, considering GESI, ICT, and 21C skills.  E.g.: Selection of appropriate pedagogies depend on age and previous knowledge of learners, objective of lesson, etc.</i></p> <p>2.2 Ask tutors to use think-pair-share to discuss the potential barriers to teaching and learning of the concepts in the respective lessons.</p> <p><b>E.g. of Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <i>Thoughts of curriculum and syllabus being the same.</i></li> <li>• <i>Misconception that people with visual impairment cannot read and undertake certain activities;</i></li> <li>• <i>Biases towards the use of certain resources for teaching and learning</i></li> </ul>	<p><i>learning styles and strategies;</i></p> <ul style="list-style-type: none"> <li>• <i>Nature and components of curriculum and syllabus</i></li> <li>• <i>Relationship between curriculum and syllabus.</i></li> </ul> <p>2.2 use think-pair-share to discuss the potential barriers to teaching and learning of the concepts in the respective lessons.</p> <p><b>E.g. of Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <i>Thoughts of curriculum and syllabus being the same.</i></li> <li>• <i>Misconception that people with visual impairment cannot read and undertake certain activities;</i></li> <li>• <i>Biases towards the use of certain resources for teaching and learning</i></li> </ul>	
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	<p><i>(e.g. females not playing drums).</i></p> <p><b>E.g. of Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Large class size;</i></li> <li>• <i>Weak prior knowledge,</i></li> <li>• <i>lack of appropriate resources,</i></li> <li>• <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></li> <li>• <i>inadequate contact time as a result of other official engagements of tutors.</i></li> </ul> <p>2.3 Ask tutors to identify and discuss new pedagogies and how they could be used.</p> <p><i>e.g. Mixed-gender and mixed-ability group project and power-point presentation; Pyramid discussion; think-pair-share; role-play; concept mapping</i></p>	<p><i>(e.g. females not playing drums).</i></p> <p><b>E.g. of Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Large class size;</i></li> <li>• <i>weak prior knowledge,</i></li> <li>• <i>lack of appropriate resources,</i></li> <li>• <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></li> <li>• <i>inadequate contact time as a result of other official engagements of tutors.</i></li> </ul> <p>2.3 In your groups, identify and discuss new pedagogies and how they could be used.</p> <p><b>e.g. Mixed-gender and mixed-ability group project and power-point presentation; think-pair-share; Pyramid discussion; role-play; concept mapping</b></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors</li> </ul>	<p>3.1 In their respective groups, ask tutors 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 genders in group activities; even distribution of</p>	<p>3.1 In your groups, read and discuss the teaching and learning activities for Lesson 1 by provision is made for student teachers with SEN; active involvement of student teachers; even distribution of roles to both genders in group activities; even distribution of questions to all</p>	

<p>may require clarification</p> <ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>	<p>questions to all categories of learners based on gender, ability, previous experience, etc.</p> <p><b>NB:</b> <i>Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c.</i></p> <p>3.2 In their groups, ask tutors to read the suggested activities in the course manuals and identify areas that need clarification.</p> <p>3.3 In their groups, ask tutors to use think-pair-share to identify some pedagogies and discuss how they will enhance the learning of the concepts taking into consideration issues on GESI, ICT, and 21stC skills.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>The use of pyramid discussion will help generate many ideas from student teachers on concepts being learned.</i></li> <li>• <i>Using reflective notes will develop the skills of student teachers as reflective practitioners.</i></li> <li>• <i>Mixed-gender/mixed ability group work and presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, and communication.</i></li> </ul>	<p>categories of learners based on gender, ability, previous experience, etc.</p> <p><b>NB:</b> <i>Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c.</i></p> <p>3.2 in your groups, read the suggested activities in the course manuals and identify areas that need clarification.</p> <p>3.3 In your groups, use think-pair-share to identify some pedagogies and discuss how they will enhance the learning of the concepts taking into consideration issues on GESI, ICT, and 21stC skills.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>The use of pyramid discussion will help generate many ideas from student teachers on concepts being learned.</i></li> <li>• <i>Using reflective notes will develop the skills of student teachers as reflective practitioners.</i></li> <li>• <i>Mixed-gender/mixed ability group work and presentations will enhance the skills of student teachers in creativity, critical thinking, collaboration, and communication.</i></li> </ul>	
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<p>used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The use of projects will help develop inquiry skills and digital literacy of student teachers.</i></li> </ul> <p>3.3 Ask tutors to discuss the practical ways student teachers could use the suggested pedagogies during STS.</p> <p>3.4 Lead tutors to discuss how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated into the teaching and learning activities.</p> <p><b>E.g. GESI Issues</b></p> <ul style="list-style-type: none"> <li>● <i>Involving all learners, including those with SEN in undertaking leadership roles in class and group activities;</i></li> <li>● <i>Females playing the role of males in a role play (where applicable);</i></li> <li>● <i>Opportunities for both genders to be group leaders and secretaries;</i></li> </ul> <p><b>ICT Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Designing power point slides for individual and group presentation;</i></li> <li>● <i>Using mobile phones and other handheld ICT tools to surf the internet for information</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Assigning specific tasks to both genders (where applicable) in group</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The use of projects will help develop inquiry skills and digital literacy of student teachers.</i></li> </ul> <p>3.3 Discuss practical ways student teachers could use the suggested pedagogies during STS.</p> <p>3.4 Discuss how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated into the teaching and learning activities.</p> <p><b>E.g. GESI Issues</b></p> <ul style="list-style-type: none"> <li>● <i>Involving all learners, including those with SEN in undertaking leadership roles in class and group activities;</i></li> <li>● <i>Females playing the role of males in a role play (where applicable);</i></li> <li>● <i>Opportunities for both genders to be group leaders and secretaries;</i></li> </ul> <p><b>ICT Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Designing power point slides for individual and group presentation;</i></li> <li>● <i>Using mobile phones and other handheld ICT tools to surf the internet for information;</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Assigning specific tasks to both genders (where applicable) in</i></li> </ul>	
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	<p><i>activities to ensure collaboration, communication, critical thinking, creativity, etc.</i></p> <p>3.5 In their groups, ask tutors to read the assessment section in the various course manuals and identify areas that require clarification.</p> <p><i>E. g. for the Differentiated Planning and Learning Course (Early Grade &amp; Upper Primary) the assessment involves group presentations on Curriculum Terminologies and Differences among Curriculum, Syllabus, Education, and Culture; Student teachers are to write a one-page report as a Project on the lesson in line with their experiences during STS.</i></p> <p><b><i>This could be used as their subject portfolio. Or part of the subject project</i></b></p> <p>3.6 In their respective groups, ask tutors to identify and discuss the links to the existing PD Themes and YouTube links and how they could be used.</p> <p><b><i>E.g.</i></b> <i>Make use of sign language experts, braille, tactile materials (where necessary)</i></p> <p><b><i>Refer to:</i></b> <i>Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning (Theme 3);</i></p>	<p><i>group activities to ensure collaboration, communication, critical thinking, creativity, etc.</i></p> <p>3.5 In your groups, identify topics in each of the courses for continuous assessment (subject projects and subject portfolios).</p> <p>3.6 In your groups, identify links to the existing PD Themes, YouTube links and discuss how they could be used.</p> <p><b><i>E.g.</i></b> <i>Make use of sign language experts, braille, tactile materials (where necessary).</i></p> <p><b><i>Refer to:</i></b> <i>Creative Approaches (Theme 1); Questioning (Theme 2);</i></p>	
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	<p><i>Group Work (Theme 4); Teaching and Learning Materials (Theme 5). Use the following links and others to download relevant YouTube videos:</i>  <a href="https://www.youtube.com/watch?v=ZJriXTb8eJ4">https://www.youtube.com/watch?v=ZJriXTb8eJ4</a>  <a href="https://www.youtube.com/watch?v=v3_jCp_8Z6Q">https://www.youtube.com/watch?v=v3_jCp_8Z6Q</a>  <a href="https://www.youtube.com/watch?v=Syeu_I3sAJE">https://www.youtube.com/watch?v=Syeu_I3sAJE</a>  <a href="https://www.youtube.com/watch?v=3It3-MEy2PA">https://www.youtube.com/watch?v=3It3-MEy2PA</a></p> <p>3.7 In their groups, ask tutors to discuss and determine assessment strategies ('as' and 'of' learning) to be used during teaching of the lesson.</p> <p><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 their groups, ask tutors to design a sample of assessment item in line with the LOs and share with members.</p>	<p><i>Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5). Use the following links and others to download relevant YouTube videos:</i>  <a href="https://www.youtube.com/watch?v=ZJriXTb8eJ4">https://www.youtube.com/watch?v=ZJriXTb8eJ4</a>  <a href="https://www.youtube.com/watch?v=v3_jCp_8Z6Q">https://www.youtube.com/watch?v=v3_jCp_8Z6Q</a>  <a href="https://www.youtube.com/watch?v=Syeu_I3sAJE">https://www.youtube.com/watch?v=Syeu_I3sAJE</a>  <a href="https://www.youtube.com/watch?v=3It3-MEy2PA">https://www.youtube.com/watch?v=3It3-MEy2PA</a></p> <p>3.7 In your groups, discuss and determine assessment strategies ('as' and 'of' learning) to be used during teaching of the lesson.</p> <p><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 item in line with the LOs and share with members.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	<p>4.1 Ask tutors to share their views on the critical issues discussed during the session.</p> <p>4.2 Ask tutors to identify any outstanding issues relating to the lesson to be addressed or clarified.</p>	<p>4.1 Share your views on the critical issues discussed during the session.</p> <p>4.2 Point out any outstanding issues to be addressed or clarified.</p>	<p><b>15 mins</b></p>

<ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.3 Encourage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.</p> <p>4.4 Encourage tutors to read Lesson 2 and prepare for the next PD session.</p>	<p>4.3 Identify a critical friend who will observe your lesson and report on it during the next PD session.</p> <p>4.4 Read Lesson 2 and prepare for the next PD session.</p>	
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## Tutor PD Session for Lesson 2

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia development and Use for Upper Primary; Differentiated planning, Learning and Multimedia development and for JHS*

### Tutor PD Session for Lesson 2 Onwards in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	1.1 Welcome tutors and use a relevant icebreaker to get them ready for the PD session.  1.2 Ask tutors to share their experiences on how the previous PD session helped in their lesson delivery.  1.3 Ask a critical friend who observed a lesson to share findings for a	1.1 Participate in the icebreaker to prepare for the PD session.  1.2 Share your experiences on how the previous PD session helped in your lesson delivery.  1.3 Share findings on a lesson you observed for a short discussion	<b>20 mins</b>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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>short discussion and lessons learned.</p> <p>1.4 Lead tutors to share how student teachers were equipped to use the various strategies and skills during their STS activities.</p> <p>1.5 Encourage tutors to share some of the challenges faced and discuss how they could be addressed.</p> <p>1.6 In their groups, ask tutors to read and discuss the introductory sections of Lesson 2, including the description; previous student teacher knowledge; possible barriers to learning the lesson; mode of lesson delivery; overarching outcome; learning outcomes and indicators.</p> <p>1.7 Ask tutors to read the overview of the content of the lesson and identify the distinctive aspects.</p> <p><b><i>E.g.: Distinctive aspects</i></b></p> <ul style="list-style-type: none"> <li>• <i>interactive nature of the tutor and student teacher activities.</i></li> <li>• <i>Relationship between concepts.</i></li> </ul>	<p>and lessons learned from it.</p> <p>1.4 Share how student teachers were equipped to use the various strategies and skills during their STS activities.</p> <p>1.5 Share some of the challenges you faced in your lesson delivery for discussion on how they could be addressed.</p> <p>1.6 In your groups, read and discuss the introductory sections of Lesson 2, including the description; previous student teacher knowledge; possible barriers to learning the lesson; mode of lesson delivery; overarching outcome; learning outcomes and indicators.</p> <p>1.7 Read the overview of the content of the lesson and identify the distinctive aspects.</p> <p><b><i>E.g.: Distinctive aspects</i></b></p> <ul style="list-style-type: none"> <li>• <i>interactive nature of the tutor and student teacher activities.</i></li> <li>• <i>Relationship between concepts.</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>Application of concepts during STS.</i> <b>E.g.</b> <i>old and new curriculum (early grade and upper primary); taxonomies (educational objectives); Cone of Experience; multimedia resources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Application of concepts during STS.</i> <b>E.g.</b> <i>old and new curriculum (early grade and upper primary); taxonomies (educational objectives); Cone of Experience; multimedia resources.</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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 use think-pair-share to identify and discuss new learning for student teachers.</p> <p><b>E.g. Differentiated Planning and Learning for Early Grade</b></p> <ul style="list-style-type: none"> <li>• <i>Nature, components, and determinants of the early grade curriculum;</i></li> <li>• <i>Distinguishing features between old and new early grade curriculum;</i></li> </ul> <p><b>E.g. Differentiated Planning and Learning for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Nature, components, and determinants of upper primary school curriculum;</i></li> <li>• <i>Distinguishing features between old and new upper primary school curriculum;</i></li> </ul> <p><b>E.g. Multimedia development and Use for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Taxonomies of educational objectives;</i></li> <li>• <i>Criteria for selecting components of the</i></li> </ul>	<p>2.1 Use think-pair-share to identify and discuss new learning for student teachers.</p> <p><b>E.g. Differentiated Planning and Learning for Early Grade</b></p> <ul style="list-style-type: none"> <li>• <i>Nature, components, and determinants of the early grade curriculum;</i></li> <li>• <i>Distinguishing features between old and new early grade curriculum;</i></li> </ul> <p><b>E.g. Differentiated Planning and Learning for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Nature, components, and determinants of upper primary school curriculum;</i></li> <li>• <i>Distinguishing features between old and new upper primary school curriculum;</i></li> </ul> <p><b>E.g. Multimedia and Use for Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Taxonomies of educational objectives;</i></li> <li>• <i>Criteria for selecting components of the curriculum/syllabus</i></li> </ul>	<b>15 mins</b>

	<p><i>curriculum/syllabus (objectives; content; learning activities/experience; assessment and evaluation)</i></p> <p><b>E.g. Differentiated planning Learning and Multimedia for JHS</b></p> <ul style="list-style-type: none"> <li>• <i>Edgar Dale’s Cone of Experience</i></li> <li>• <i>Types and characteristics of resources;</i></li> <li>• <i>Criteria for selecting and using multimedia resources.</i></li> </ul> <p>2.2 Ask tutors to use think-pair-share technique to discuss the potential barriers and misconceptions to learning for student teachers and discuss how they could be addressed.</p> <p><b>E.g. of Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <i>Misconception that teachers at the early grade and upper primary levels are not academically good;</i></li> <li>• <i>Misconception that people with visual impairment cannot read;</i></li> <li>• <i>Biases towards the use of certain resources for teaching and learning (e.g. females not playing drums).</i></li> </ul> <p><b>E.g. of Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Large class size;</i></li> <li>• <i>weak prior knowledge,</i></li> </ul>	<p><i>(objectives; content; learning activities/experiences; assessment and evaluation)</i></p> <p><b>E.g. Differentiated Learning and Multimedia for JHS</b></p> <ul style="list-style-type: none"> <li>• <i>Edgar Dale’s Cone of Experience</i></li> <li>• <i>Types and characteristics of resources;</i></li> <li>• <i>Criteria for selecting and using multimedia resources.</i></li> </ul> <p>2.2 Use think-pair-share technique to discuss the potential barriers and misconceptions to learning for student teachers and discuss how they could be addressed.</p> <p><b>E.g. of Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <i>Misconception that teachers at the early grade and upper primary levels are not academically good;</i></li> <li>• <i>Misconception that people with visual impairment cannot read;</i></li> <li>• <i>Biases towards the use of certain resources for teaching and learning (e.g. females not playing drums).</i></li> </ul> <p><b>E.g. of Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Large class size;</i></li> <li>• <i>weak prior knowledge,</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>lack of appropriate resources,</i></li> <li>• <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></li> <li>• <i>inadequate contact time as a result of other official engagements of tutors.</i></li> </ul> <p>2.3 In their groups, ask tutors to use think-pair-share to identify the pedagogies to be used for teaching the lesson.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Mixed-gender/mixed-ability group work and power point presentation;</i></li> <li>• <i>Model illustration;</i></li> <li>• <i>Pyramid discussion;</i></li> <li>• <i>Independent learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>lack of appropriate resources,</i></li> <li>• <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></li> <li>• <i>inadequate contact time as a result of other official engagements of tutors.</i></li> </ul> <p>2.3 In your groups, use think-pair-share to identify the pedagogies to be used for teaching the lesson.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Mixed-gender/mixed-ability group work and power point presentation;</i></li> <li>• <i>model illustration;</i></li> <li>• <i>pyramid discussion;</i></li> <li>• <i>independent learning.</i></li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to</li> </ul>	<p>3.1 In their respective groups, ask tutors to read and discuss the teaching and learning activities for Lesson 2, making sure student teachers with SEN are catered for; student teachers are actively involved; fair distribution of questions to all categories of learners based on gender, ability, prior experience, etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).</p>	<p>3.1 Read and discuss the teaching and learning activities for Lesson 2, making sure student teachers with SEN are catered for; student teachers are actively involved; fair distribution of questions to all categories of learners based on gender, ability, prior experience, etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).</p>	<p><b>40 mins</b></p>

<p>the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>	<p><b>E.g. of teaching and learning activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Reflections on related experiences during STS;</i></li> <li>• <i>Model illustrations;</i></li> <li>• <i>Mixed-gender/mixed-ability group work;</i></li> <li>• <i>Mixed-gender/mixed-ability power point presentation;</i></li> <li>• <i>Pyramid discussion;</i></li> <li>• <i>Brainstorming;</i></li> <li>• <i>Think-pair-share.</i></li> </ul> <p>3.2 In their respective groups, ask tutors to identify the teaching and learning activities for discussion and clarification.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Ensuring the successful use of pyramid discussion;</i></li> <li>• <i>Designing and using power point slides;</i></li> <li>• <i>Model illustration;</i></li> <li>• <i>Using concept mapping/cartooning;</i></li> <li>• <i>Developing reflective notes;</i></li> <li>• <i>Surfing the internet for relevant YouTube videos.</i></li> </ul> <p>3.3 Ask tutors to demonstrate the use of some of these suggested pedagogies in lesson delivery both at the College and during STS.</p> <p>3.4 Lead tutors to discuss how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated into the teaching and learning activities.</p>	<p><b>E.g. of teaching and learning activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Reflections on related experiences during STS;</i></li> <li>• <i>Model illustrations;</i></li> <li>• <i>Mixed-gender/mixed-ability group work;</i></li> <li>• <i>Mixed-gender/mixed-ability power point presentation;</i></li> <li>• <i>Pyramid discussion;</i></li> <li>• <i>Brainstorming;</i></li> <li>• <i>Think-pair-share.</i></li> </ul> <p>3.2 In your groups, identify the teaching and learning activities for discussion and clarification.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Ensuring the successful use of pyramid discussion;</i></li> <li>• <i>Designing and using power point slides;</i></li> <li>• <i>Model illustration;</i></li> <li>• <i>Using concept mapping/cartooning;</i></li> <li>• <i>Developing reflective notes;</i></li> <li>• <i>Surfing the internet for relevant YouTube videos.</i></li> </ul> <p>3.3 Demonstrate the use of some of these suggested pedagogies in lesson delivery both at the College and during STS.</p> <p>3.4 Discuss how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated into the teaching and learning activities.</p>	
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<ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>E.g. GESI Issues</b></p> <ul style="list-style-type: none"> <li>● Females playing the role of males during role play;</li> <li>● Opportunities for both genders to be group leaders or secretaries;</li> </ul> <p><b>E.g., ICT Skills</b></p> <ul style="list-style-type: none"> <li>● Opportunities for both genders to design power point slides and lead presentations;</li> <li>● Opportunities for mixed-gender/mixed-ability group members to surf the internet for information;</li> </ul> <p><b>E.g., 21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● Assigning specific tasks to be performed by group members (to ensure communication; collaboration; creativity; critical thinking, etc.).</li> </ul> <p>3.5 In their groups, ask tutors to read the assessment section in the various course manuals and identify areas that require clarification.</p> <p><b>NB: Refer to the Assessment components of Lesson 1a or Appendix 2)</b></p> <p><b>E. g. for the Differentiated Planning and Learning Course (Early Grade &amp; Upper Primary) the assessment involves cross group activities to enable student teachers reflect on their observation during STS, and discuss the standard-based curriculum.</b></p>	<p><b>E.g. GESI Issues</b></p> <ul style="list-style-type: none"> <li>● Females playing the role of males during role play;</li> <li>● Opportunities for both genders to be group leaders or secretaries;</li> </ul> <p><b>E.g., ICT Skills</b></p> <ul style="list-style-type: none"> <li>● Opportunities for both genders to design power point slides and lead presentations;</li> <li>● Opportunities for mixed-gender/mixed-ability group members to surf the internet for information;</li> </ul> <p><b>E.g., 21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● Assigning specific group tasks to be performed by members (to ensure communication; collaboration; creativity; critical thinking, etc.).</li> </ul> <p>3.5 In your groups, read the assessment section in the various course manuals and identify areas that require clarification.</p> <p><b>NB: Continuous assessment activities (assignments, quizzes, group presentations, etc. should be used to create subject projects and build subject portfolios).</b></p>	
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	<p><b><i>This could be used as an in-lesson assessment.</i></b></p> <p><b><i>NB: Continuous assessment activities (assignments, quizzes, group presentations, etc. should be used to create subject projects and build subject portfolios).</i></b></p> <p>3.6 Lead tutors to discuss the various ways they can support student teachers to build their subject portfolio.</p> <p><i>E.g. Urging student teachers to file all their assignments with feedback in their folders; Taking notes in class and filing them.</i></p> <p>3.7 In their respective groups, ask tutors to identify and discuss the links to the existing PD Themes and youTube links and how they could be used.</p> <p><b><i>E.g. Refer to: Questioning (Theme 2); Talk for Learning (Theme 3); Group Work (Theme 4); Use the following links and others to download relevant YouTube videos:</i></b>  <b><i><a href="https://www.youtube.com/watch?v=4cyq_vFor8A">https://www.youtube.com/watch?v=4cyq_vFor8A</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=jTHEoKKhIn4">https://www.youtube.com/watch?v=jTHEoKKhIn4</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=SdM-i1ZY3cA">https://www.youtube.com/watch?v=SdM-i1ZY3cA</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=4-oE0UNe55A">https://www.youtube.com/watch?v=4-oE0UNe55A</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=Es5O2Os52iM">https://www.youtube.com/watch?v=Es5O2Os52iM</a></i></b></p>	<p>3.6 Discuss the various ways you can support student teachers to build their subject portfolio.</p> <p><i>E.g. Urging student teachers to file all their assignments with feedback in their folders; Taking notes in class and filing them.</i></p> <p>3.7 In your groups, identify and discuss the links to the existing PD Themes and YouTube links and how they could be used.</p> <p><b><i>E.g. Refer to: Questioning (Theme 2); Talk for Learning (Theme 3); Group Work (Theme 4). Use the following links and others to download relevant YouTube videos:</i></b>  <b><i><a href="https://www.youtube.com/watch?v=4cyq_vFor8A">https://www.youtube.com/watch?v=4cyq_vFor8A</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=jTHEoKKhIn4">https://www.youtube.com/watch?v=jTHEoKKhIn4</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=SdM-i1ZY3cA">https://www.youtube.com/watch?v=SdM-i1ZY3cA</a></i></b>  <b><i><a href="https://www.youtube.com/watch?v=4-oE0UNe55A">https://www.youtube.com/watch?v=4-oE0UNe55A</a></i></b></p>
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	<p><a href="https://www.youtube.com/watch?v=7SDo00oJZ40">https://www.youtube.com/watch?v=7SDo00oJZ40</a>  <a href="https://www.youtube.com/watch?v=3nVWfpHCGZU">https://www.youtube.com/watch?v=3nVWfpHCGZU</a></p> <p>3.7 Inform and encourage tutors to read Lesson 3 of the course manual and prepare for the next PD session.</p>	<p><a href="https://www.youtube.com/watch?v=Es5O2Os52iM">https://www.youtube.com/watch?v=Es5O2Os52iM</a>  <a href="https://www.youtube.com/watch?v=7SDo00oJZ40">https://www.youtube.com/watch?v=7SDo00oJZ40</a>  <a href="https://www.youtube.com/watch?v=3nVWfpHCGZU">https://www.youtube.com/watch?v=3nVWfpHCGZU</a></p> <p>3.7 Read Lesson 3 of the course manual and prepare for the next PD session.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to summarise the salient points discussed during the PD session.</p> <p>4.2 Ask tutors to use think-pair-share to identify any outstanding issue relating to the lesson to be addressed or clarified.</p> <p>4.3 Inform and encourage tutors to identify a critical friend to observe their lesson and report on it at the next PD session.</p>	<p>4.1 Summarise the salient points discussed during the PD session.</p> <p>4.2 Use think-pair-share to identify any outstanding issue relating to the lesson to be addressed or clarified.</p> <p>4.3 Identify a critical friend to observe their lesson and report on it at the next PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 3

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

**Name of Course/s:**

1. *Differentiated Planning and Learning for Early Grade;*
2. *Differentiated Planning and Learning for Upper Primary;*
3. *Multimedia and Use for Upper Primary;*
4. *Differentiated Learning and Multimedia for JHS*

### Tutor PD Session for Lesson 3 Onwards in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and</li> </ul>	<p>1.1 Welcome tutors to the third PD session and get them ready for the session using a relevant icebreaker.</p> <p>1.2 Ask tutors to discuss how beneficial the previous PD session was to them in delivering their lesson.</p> <p>1.3 Invite a critical friend who observed a lesson</p>	<p>1.1 Participate in the icebreaker to prepare you for the session.</p> <p>1.2 Discuss how beneficial the previous PD session was to you in your lesson delivery.</p> <p>1.3 Share findings on a lesson you observed</p>	<b>20 mins</b>

<p>including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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>to share experiences for a short discussion. and lessons learned.</p> <p>1.4 Elicit from tutors the challenges they faced in their lesson delivery. <b>NB:</b> <i>Note the challenges and lead a discussion to address them.</i></p> <p>1.5 In their respective groups, ask tutors to read and discuss the introductory sections of Lesson 3, including the description; previous student teacher knowledge; possible barriers to learning the lesson; mode of lesson delivery; overarching and learning outcomes, as well as the indicators.</p> <p>1.6 Ask tutors to read the overview of the content of the lesson and identify the distinctive aspects including the fundamental concepts. <b><i>Distinctive aspects interactive nature of the activities, emphasis on connecting concepts and their applications:</i></b></p> <p><b>E.g. Early Grade</b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting and applying basic components (objectives; content; activities/experience ; assessment and evaluation) of the</i></li> </ul>	<p>for a short discussion and lessons learned from it.</p> <p>1.4 Share the challenges you faced in your lesson delivery for discussion on how they could be addressed.</p> <p>1.5 In your groups, read and discuss the introductory sections of Lesson 3, including the description; previous student teacher knowledge; possible barriers to learning the lesson; mode of lesson delivery; overarching and learning outcomes, as well as the indicators.</p> <p>1.6 Read the overview of the content of the lesson and identify the distinctive aspects including the fundamental concepts. <b><i>Distinctive aspects interactive nature of the activities, emphasis on connecting concepts and their application:</i></b></p> <p><b>E.g. Early Grade</b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting and applying basic components (objectives; content; activities/experienc</i></li> </ul>	
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	<p><i>curriculum (NTS 2a, 2b, 2c, 3a).</i></p> <p><b>E.g. Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting and applying basic components (objectives; content; activities/experiences; assessment and evaluation) of the curriculum.</i></li> <li>• <i>Application of the constructivist theories and principles of learning to development and use of multimedia resources (NTS 2e).</i></li> </ul> <p><b>E.g., JHS</b>  <i>Application of differentiated instructional approaches in diverse learning classrooms to enhance learning among early adolescents (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p).</i></p>	<p><i>e; assessment and evaluation) of the curriculum (NTS 2a, 2b, 2c, 3a).</i></p> <p><b>E.g. Upper Primary</b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting and applying basic components (objectives; content; activities/experiences; assessment and evaluation) of the curriculum.</i></li> <li>• <i>Application of the constructivist theories and principles of learning to development and use of multimedia resources (NTS 2e).</i></li> </ul> <p><b>E.g. JHS</b>  <i>Application of differentiated instructional approaches in diverse learning classrooms to enhance learning among early adolescents (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p).</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students,</li> </ul>	<p>2.1 Ask tutors to use think-pair-share to identify and discuss new learning for student teachers.</p> <p><b><i>E.g., Differentiated Planning and Learning for Early Grade</i></b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting content standards;</i></li> <li>• <i>Criteria for selecting indicators and exemplars;</i></li> </ul>	<p>2.1 Use think-pair-share to identify and discuss new learning for student teachers.</p> <p><b><i>E.g., Differentiated Planning and Learning for Early Grade</i></b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting content standards;</i></li> <li>• <i>Criteria for selecting indicators and exemplars;</i></li> </ul>	<b>15 mins</b>

<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>	<ul style="list-style-type: none"> <li>• <i>Criteria for selecting assessment and evaluation practices.</i></li> </ul> <p><b><i>E.g., Differentiated Planning and Learning for Upper Primary</i></b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting content standards;</i></li> <li>• <i>Criteria for selecting indicators and exemplars;</i></li> <li>• <i>Criteria for selecting assessment and evaluation practices.</i></li> </ul> <p><b><i>E.g. Multimedia development and Use for Upper Primary</i></b></p> <ul style="list-style-type: none"> <li>• <i>Relevance of constructivist theories to development and use of learning resources in primary schools;</i></li> <li>• <i>Application of the principles of learning in the use of learning resources in diverse learning settings in primary schools.</i></li> </ul> <p><b><i>E.g., Differentiated planning, Learning and Multimedia for JHS</i></b></p> <ul style="list-style-type: none"> <li>• <i>Using creative and indigenous approaches in stimulating learning in inclusive early adolescent classrooms.</i></li> <li>• <i>Using collaborative and experiential learning approaches to facilitate learning in inclusive early adolescent classrooms.</i></li> <li>• <i>Using talk for learning approaches to facilitate learning in inclusive</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Criteria for selecting assessment and evaluation practices.</i></li> </ul> <p><b><i>E.g. Differentiated Planning and Learning for Upper Primary</i></b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting content standards;</i></li> <li>• <i>Criteria for selecting indicators and exemplars;</i></li> <li>• <i>Criteria for selecting assessment and evaluation practices.</i></li> </ul> <p><b><i>E.g. Multimedia development and Use for Upper Primary</i></b></p> <ul style="list-style-type: none"> <li>• <i>Relevance of constructivist theories to development and use of learning resources in primary schools;</i></li> <li>• <i>Application of the principles of learning in the use of learning resources in diverse learning settings in primary schools.</i></li> </ul> <p><b><i>E.g. Differentiated planning, Learning and Multimedia for JHS</i></b></p> <ul style="list-style-type: none"> <li>• <i>Using creative and indigenous approaches in stimulating learning in inclusive early adolescent classrooms.</i></li> <li>• <i>Using collaborative and experiential learning approaches to facilitate learning in inclusive early adolescent classrooms.</i></li> <li>• <i>Using talk for learning approaches to facilitate learning in</i></li> </ul>	
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	<p><i>early adolescent classrooms.</i></p> <p>2.2 In their groups, ask tutors to discuss the potential barriers to learning for student teachers and discuss how they could be addressed.</p> <p><b>E.g., of Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <i>Misconception that teachers at the early grade and upper primary levels are not academically good;</i></li> <li>• <i>Misconception that people with visual impairment cannot read;</i></li> <li>• <i>Biases towards the use of certain resources for teaching and learning (e.g. females not playing drums).</i></li> </ul> <p><b>E.g. of Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Large class size;</i></li> <li>• <i>weak prior knowledge,</i></li> <li>• <i>lack of appropriate resources,</i></li> <li>• <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></li> <li>• <i>inadequate contact time as a result of other official engagements of tutors.</i></li> </ul> <p>2.3 Ask tutors to identify pedagogies to be used in teaching the lesson.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective activities based on experiences during STS.</i></li> </ul>	<p><i>inclusive early adolescent classrooms.</i></p> <p>2.2 In your groups, discuss the potential barriers to learning for student teachers and discuss how they could be addressed.</p> <p><b>E.g., of Misconceptions</b></p> <ul style="list-style-type: none"> <li>• <i>Misconception that teachers at the early grade and upper primary levels are not academically good;</i></li> <li>• <i>Misconception that people with visual impairment cannot read;</i></li> <li>• <i>Biases towards the use of certain resources for teaching and learning (e.g. females not playing drums).</i></li> </ul> <p><b>E.g. of Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Large class size;</i></li> <li>• <i>weak prior knowledge,</i></li> <li>• <i>lack of appropriate resources,</i></li> <li>• <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></li> <li>• <i>inadequate contact time as a result of other official engagements of tutors.</i></li> </ul> <p>2.3 Identify pedagogies to be used in teaching the lesson.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective activities based on experiences during STS.</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Mixed gender/mixed-ability group discussion;</li> <li>• Independent study.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Mixed gender/mixed-ability group discussion;</li> <li>• Independent study</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> </ul>	<p>3.1 In their respective groups, ask tutors to read and discuss the teaching and learning activities for Lesson 3, making sure student teachers with SEN are catered for; student teachers are actively involved; fair distribution of questions to all categories of learners based on gender, ability, prior experience, etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).</p> <p><b>E.g. of teaching and learning activities:</b></p> <ul style="list-style-type: none"> <li>• Reflections on related experiences during STS;</li> <li>• Questioning;</li> <li>• Mixed-gender/mixed-ability group work;</li> <li>• Mixed-gender/mixed-ability power point presentation;</li> <li>• Independent study.</li> </ul> <p>3.2 In their respective groups, ask tutors to identify teaching and learning activities in the course manuals that needs clarification.</p> <p><b>NB:</b> Take note of pedagogies that need to be clarified and lead a discussion to address them.</p>	<p>3.1 Discuss the teaching and learning activities for Lesson 3, making sure student teachers with SEN are catered for; student teachers are actively involved; fair distribution of questions to all categories of learners based on gender, ability, prior experience, etc. (Refer to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).</p> <p><b>E.g. of teaching and learning activities:</b></p> <ul style="list-style-type: none"> <li>• Reflections on related experiences during STS;</li> <li>• Questioning;</li> <li>• Mixed-gender/mixed-ability group work;</li> <li>• Mixed-gender/mixed-ability power point presentation;</li> <li>• Independent study.</li> </ul> <p>3.2 In your groups, identify teaching and learning activities in the course manuals that needs clarification.</p>	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.3 Ask tutors to demonstrate the use of some of these suggested pedagogies in lesson delivery both at the College and during STS.</p> <p>3.4 Lead tutors to discuss how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated into the teaching and learning activities.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Females playing the role of males during role play;</i></li> <li>• <i>Opportunities for both genders to be group leaders or secretaries;</i></li> <li>• <i>Opportunities for both genders to design power point slides and lead presentations;</i></li> <li>• <i>Opportunities for mixed-gender/mixed-ability group members to surf the internet for information;</i></li> <li>• <i>Assigning specific tasks to be performed by group members (to ensure communication; collaboration; creativity; critical thinking, etc.).</i></li> </ul> <p>3.5 In their groups, ask tutors to read the assessment section in the various course manuals and identify areas that require clarification.</p>	<p>3.3 Demonstrate the use of some of these suggested pedagogies in lesson delivery both at the College and during STS.</p> <p>3.4 Discuss how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated into the teaching and learning activities.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Females playing the role of males during role play;</i></li> <li>• <i>Opportunities for both genders to be group leaders or secretaries;</i></li> <li>• <i>Opportunities for both genders to design power point slides and lead presentations;</i></li> <li>• <i>Opportunities for mixed-gender/mixed-ability group members to surf the internet for information;</i></li> <li>• <i>Assigning specific tasks to be performed by group members (to ensure communication; collaboration; creativity; critical thinking, etc.).</i></li> </ul> <p>3.5 In your groups, read the assessment section in the various course manuals and identify areas that must be clarified.</p>	
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	<p><b>NB:</b> Refer to the assessment components of Lesson 1a or Appendix 2)</p> <p><b>E. g. for the Differentiated Planning and Learning Course (Early Grade &amp; Upper Primary)</b> the assessment involves mixed-gender/mixed-ability group reflection on experiences during STS for discussion and power-point presentation on the principles and criteria for selecting components of the curriculum.</p> <p><b>This could be used as an in-lesson assessment.</b></p> <p><b>NB:</b> Continuous assessment activities (assignments, quizzes, group presentations, etc. should be used to create subject projects and build subject portfolios).</p> <p>3.6 In their respective groups, ask tutors to identify and discuss the links to the existing PD Themes and YouTube links and how they could be used.</p> <p><b>E.g.</b> Refer to: Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5)</p> <p><b>Use the following links and others to download relevant YouTube videos:</b> <a href="https://www.youtube.com/watch?v=v2dlhyJSQfY">https://www.youtube.com/watch?v=v2dlhyJSQfY</a></p>	<p><b>NB:</b> Refer to the assessment components of Lesson 1a or Appendix 2)</p> <p>3.6 In your groups, ask tutors to identify and discuss the links to the existing PD Themes and YouTube links and how they could be used.</p> <p><b>E.g.</b> Refer to: Creative Approaches (Theme 1); Questioning (Theme 2); Talk for Learning (Theme 3); Group Work (Theme 4); Teaching and Learning Materials (Theme 5)</p> <p><b>Use the following links and others to download relevant YouTube videos:</b> <a href="https://www.youtube.com/watch?v=v2dlhyJSQfY">https://www.youtube.com/watch?v=v2dlhyJSQfY</a></p>	
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	<p><a href="https://www.youtube.com/watch?v=NXVIEl66dI0">https://www.youtube.com/watch?v=NXVIEl66dI0</a>  <a href="https://www.youtube.com/watch?v=DwWdAtUGv0w">https://www.youtube.com/watch?v=DwWdAtUGv0w</a>  <a href="https://www.youtube.com/watch?v=WXHE7uuFqvg">https://www.youtube.com/watch?v=WXHE7uuFqvg</a>  <a href="https://www.youtube.com/watch?v=Bnd_di_cqGQ">https://www.youtube.com/watch?v=Bnd_di_cqGQ</a>  <a href="https://www.youtube.com/watch?v=7Zhv9ELy3hU">https://www.youtube.com/watch?v=7Zhv9ELy3hU</a>  <a href="https://www.youtube.com/watch?v=rWEwv_qobpU">https://www.youtube.com/watch?v=rWEwv_qobpU</a>  <a href="https://www.youtube.com/watch?v=YwIFtVHaZHY">https://www.youtube.com/watch?v=YwIFtVHaZHY</a></p> <p>3.7 Inform and encourage tutors to read Lesson 4 of the course manual and prepare for the next PD session.</p>	<p><a href="https://www.youtube.com/watch?v=NXVIEl66dI0">https://www.youtube.com/watch?v=NXVIEl66dI0</a>  <a href="https://www.youtube.com/watch?v=DwWdAtUGv0w">https://www.youtube.com/watch?v=DwWdAtUGv0w</a>  <a href="https://www.youtube.com/watch?v=WXHE7uuFqvg">https://www.youtube.com/watch?v=WXHE7uuFqvg</a>  <a href="https://www.youtube.com/watch?v=Bnd_di_cqGQ">https://www.youtube.com/watch?v=Bnd_di_cqGQ</a>  <a href="https://www.youtube.com/watch?v=7Zhv9ELy3hU">https://www.youtube.com/watch?v=7Zhv9ELy3hU</a>  <a href="https://www.youtube.com/watch?v=rWEwv_qobpU">https://www.youtube.com/watch?v=rWEwv_qobpU</a>  <a href="https://www.youtube.com/watch?v=YwIFtVHaZHY">https://www.youtube.com/watch?v=YwIFtVHaZHY</a></p> <p>3.7 Read Lesson 4 of the course manual and prepare for the next PD session.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to summarise the main issues discussed during the PD session.</p> <p>4.2 Ask tutors to use think-pair-share to identify any outstanding issue relating to the lesson to be addressed or clarified.</p> <p>4.3 Inform tutors to identify a critical friend to observe their lesson and report on it at the next PD session.</p>	<p>4.1 Summarise the main issues discussed during the PD session.</p> <p>4.2 Use think-pair-share to identify any outstanding issue relating to the lesson to be addressed or clarified.</p> <p>4.3 Identify a critical friend to observe their lesson and report on it at the next PD session.</p>	<p><b>15 mins</b></p>

## Tutor PD Session for Lesson 4

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimeida and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p><b><i>Let any tutor share a joke or story as an ice breaker</i></b></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. Refer tutors to read (<i>in groups</i>) the introduction sections of the respective courses up to the learning outcomes and indicators and</p>	<p>1.1. Share your findings and observation from the previous week's lesson(s)</p> <p>1.2. In your respective groups, read the introduction sections of the respective courses up to the learning outcomes and indicators and</p>	<p><b>20 mins</b></p>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p>share their thoughts with colleagues. <i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from the lesson(s) when compared with the preceding lesson(s)</i></p> <p>1.3. Lead tutors to read the overview of each course's lesson(s) 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>share your thoughts with colleagues. <i>e.g. what new skill(s), knowledge and competencies are expected to be demonstrated from the lesson when compared with the preceding lesson(s)</i></p> <p>1.3. 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 in terms of content, skills and dimensions of knowledge for the same course but different specialisms.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce</li> </ul>	<p>2.1. Ask tutors to study the subtopics in the lesson for each course in the respective specialisms and share their views/thoughts about the content. <i>e.g. for Early Grade and Upper Primary, the lesson topics are the same for differentiated planning and learning, so they should note any differences in tasks, competencies and dimensions of knowledge required for each specialism. The lesson's contents are equally similar for multimedia development and use (PRY) and Differentiated planning and Multimedia development and use (JHS).</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><b>15 mins</b></p>

<p>and explain the issues/s with tutors</p>	<p>2.2. Request tutors to generate some potential barriers to learning for each of the lessons for the respective courses</p> <p>e.g.  <i>(i) Large class size vis-a-vis the suggested teaching activities such as presentations and individual assignments (EG/PRY)</i>  <i>(ii) Biases in favour or against the use of certain resources (e.g. songs &amp; videos) for teaching (PRY)</i>  <i>(iii) Student teachers may not have adequate communicating skills (JHS).</i></p> <p>2.3. Ask tutors to study the suggested pedagogies for teaching the lesson(s) for the respective courses and note down those they are not conversant with for whole group discussion and clarification.</p> <p>e.g.  <i>the effective application of teaching approaches such as play, indigenous games, and group work.</i></p>	<p>2.2. Generate some potential barriers to the teaching and learning of each of the lessons for respective courses</p> <p>2.3. Study the suggested pedagogies for teaching the lesson(s) for the respective courses and note down those you are not conversant with for whole group discussion and clarification.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1. Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p> <p>e.g. <i>the use of digital puzzles and indigenous games, and jigsaw.</i></p>	<p>3.1. Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, YouTube, physical resources,</li> </ul> </li> </ul>	<p>3.2. Ask tutors to compare the content and activities for the lesson(s) under focus with the structure and components of the Basic School Curriculum to discuss any connections.</p> <p><i>e.g. teaching strategies, methods and activities prescribed for specific themes and strands in the Basic School Curriculum. Moreover, the content of the curriculum is organised from simple to complex tasks and knowledge as with lessons for the respective courses.</i></p> <p>3.3. Ask tutors to identify opportunities to incorporate GESI, ICT and 21<sup>st</sup>-century skills in the teaching and learning activities</p> <p><i>e.g. fairly distributing teaching and learning activities, tasks and roles regardless of student's gender and socio-economic characteristics (GESI), the use of YouTube and other web-based resources for teaching, learning and presentation of tasks such as PowerPoint presentations and videos (ICT)</i></p> <p><i>Provide opportunities for individual and group works to foster some of the expected 21<sup>st</sup>-century skills such as critical thinking, communication and collaboration.</i></p>	<p>3.2. Compare the content and activities for the lesson(s) under focus with the structure and components of the Basic School Curriculum to discuss any connections observed.</p> <p>3.3. Identify opportunities to incorporate GESI, ICT and 21<sup>st</sup>-century skills in the teaching and learning activities.</p> <p><i>e.g. assigning learning tasks and roles to students mindful of gender and socio-economic characteristics (GESI) using simple technological tools to support teaching and learning, and (ICT) using independent and group study opportunities (developing 21-century skills).</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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.4. Regarding the lesson 1 PD session, ask tutors to review the suggested assessments for the individual lessons and discuss those aspects or components that should form part of the subject portfolio and subject project. <i>Please refer to Appendix..... for details for the subject project and subject portfolio</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 1 (creative approaches such as Modelling, poems and rhymes; theme 3 (Talk for learning such as disputational talk, cumulative talk, exploratory talk) and 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, textbook materials or PowerPoint</i></p>	<p>3.4. Study the continuous assessment activities and tasks 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 1 (creative approaches such as Modelling, poems and rhymes; theme 3 (Talk for learning such as disputational talk, cumulative talk, exploratory talk ) and 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, textbook materials or PowerPoint slides, local</i></p>	
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	<i>slides, local resources from the community.</i>	<i>resources from the community.</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<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 at the next PD session.</p> <p>4.2. Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 5

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each stage of the session.</p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p><b><i>Ask any tutor to share an ice breaker</i></b></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. <i>e.g., the strengths (such as effective application of teaching and learning activities) and weaknesses (inability to complete all tasks within the lesson).</i></p> <p>1.2. Refer tutors to read (<i>in groups</i>) the introduction sections of</p>	<p>1.1. Share your findings and observation from the previous week's lesson(s). <i>What were the ups and downs of the lesson(s)?</i></p> <p>1.2. In your respective groups, read the introduction sections</p>	<p><b>20 mins</b></p>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p>the respective courses up to the learning outcomes and indicators.</p> <p>1.3. Request tutors to share their thoughts of what they have read. <i>e.g., what skill(s), knowledge and competencies are expected to be demonstrated from the lesson(s).</i></p> <p>1.4. Lead tutors to read the overview of each course's lesson(s) content to identify distinctive features for discussion. <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>of the respective courses up to the learning outcomes and indicators.</p> <p>1.3. Share your thoughts about what you read with your colleagues.</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 in terms of content, skills and dimensions of knowledge for the same course but different specialisms?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>2.1. Ask tutors to study the subtopics in the lesson for each course in the respective specialisms and share their views and understanding. NB: <i>For Early Grade and Upper Primary, the lesson topics are the same, so they should note any differences in tasks, competencies and dimensions of knowledge required for each specialism.</i></p> <p>2.2. Prompt tutors to generate some potential barriers to the</p>	<p>2.1. Study the subtopics in the lesson for each course in the respective specialisms and share your thoughts with your group.</p> <p>2.2. Generate some potential barriers to learning by student</p>	<p><b>15 mins</b></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>teaching and learning of the lesson(s) for respective courses</p> <p>e.g. <i>Misconceptions and prejudices about the use of play and songs for teaching. Most people see these as ‘time wasters’ (Early grade &amp; PRY).</i></p> <p><i>Students have not started teaching full classes and may therefore have difficulties in conceptualising how to communicate in class effectively (PRY &amp; JHS)</i></p> <p>2.3. Ask tutors to study the suggested pedagogies for teaching the lesson(s) for the respective courses and write those they are not conversant with for whole group discussion and clarification.</p> <p><i>e.g. theme 1 (creative approaches such as role-play and games; theme 3 (Talk for learning such as disputational talk, cumulative talk, exploratory talk ) and theme 4 (Group work – types such as mixed ability).</i></p>	<p>teachers for each of the lessons for respective courses</p> <p>2.3. Study the suggested pedagogies for teaching the lesson(s) for the respective courses and note down those you are not conversant with for whole group discussion and clarification.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<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., Indigenous songs/rhymes; Indigenous games; Foreign songs/rhymes</i></p>	<p>3.1. Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.</p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, youtube, physical resources,</li> </ul> </li> </ul>	<p>3.2. Ask tutors to compare the content and activities for the lesson(s) under focus with the structure and components of the Basic School Curriculum to discuss any connections. <i>e.g., teaching strategies, methods and activities such as play, games prescribed for teaching specific themes and strands in the Basic School Curriculum.</i></p> <p>3.3. Ask tutors to identify opportunities to incorporate GESI, ICT and 21<sup>st</sup>-century skills in the teaching and learning activities <i>e.g. democratically assign teaching and learning activities, tasks, and leadership roles to foster gender and social inclusivity (GESI), asking students to download materials from YouTube and other web-based resources presentation of tasks through PowerPoint and videos (ICT) the use of face-to-face, independent and group work to inculcate some of the expected 21<sup>st</sup>-century skills such as critical thinking, communication and collaboration.</i></p> <p>3.4. With reference to the lesson 1 PD session, ask tutors to review the suggested assessments for the individual</p>	<p>3.2. Compare the content and activities for the lesson(s) under focus with the structure and components of the Basic School Curriculum to discuss any connections.</p> <p>3.3. Identify opportunities to incorporate GESI, ICT and 21<sup>st</sup>-century skills in the teaching and learning activities. <i>e.g. assigning learning tasks and roles to students mindful of gender and socio-economic characteristics, using simple technological tools to support teaching and learning, and using independent and group study opportunities for developing 21-century skills.</i></p> <p>3.4. Study the continuous assessment activities and tasks for the lesson and highlight the aspects and</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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>lessons and discuss which aspects or components should be part of the subject portfolio and subject project.</p> <p>Please refer to Appendix 2 for details</p> <p>3.5. Refer tutors to the various PD themes (manual or electronic) and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s).</p> <p><i>e.g., Theme 1: creative approaches including modelling, games, songs, role-play, play, poems and rhymes (Early Grade&amp; Pry)</i>  <i>Theme 2: Questioning and its types and uses (JHS);</i>  <i>Theme 3: talk for learning-disputational talk, cumulative talk, exploratory talk (PRY).</i></p> <p>3.6. Lead tutors to 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, textbook materials or PowerPoint slides, local resources from the community.</i></p>	<p>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).</p> <p><i>e.g., Theme 1: creative approaches including modelling, games, songs, role-play, play, poems and rhymes (Early Grade&amp; Pry)</i>  <i>Theme 2: Questioning and its types and uses (JHS);</i>  <i>Theme 3: talk for learning-disputational talk, cumulative talk, exploratory talk (PRY).</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, textbook materials or PowerPoint slides, local resources from the community.</i></p>	
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1. Lead tutors to identify critical friend(s) to observe lessons and</p>	<p>4.1. Identify critical friend(s) to observe your lesson(s) and</p>	<p><b>15 mins</b></p>

<ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>report at the next session.</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>report 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>	
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## Tutor PD Session for Lesson 6

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each stage of the session.</p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and</li> </ul>	<p><b><i>Any tutor gives an ice breaker</i></b></p> <p>1.1. Ask critical friend(s) (<i>preferably 2</i>) to share their findings and observation from the previous week's lessons for discussion</p> <p>1.2. Refer tutors to read (<i>in groups</i>) the introduction sections of the respective courses up to the learning outcomes and indicators and share their thoughts on what they have read. <i>e.g., what skill(s), knowledge and</i></p>	<p>1.1. Share your findings and observation from the previous week's lessons</p> <p>1.2. In your respective groups, read the introduction sections of the respective courses up to the learning outcomes and indicators and share your thinking about the LOs and LIs.</p>	<p><b>20 mins</b></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>competencies are expected to be demonstrated from the lesson(s)</i></p> <p>1.4. Lead tutors to read the overview of each course's lesson(s) content to identify distinctive features of the lessons under focus.</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. For instance, how is the LOs and LIs in this lesson different from the preceding week's?</i></p>	<p>1.4. Read the overview of each course's lesson(s) 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. How is the LOs and LIs in this lesson different from the preceding week's?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce</p>	<p>2.1. Ask tutors to study the subtopics in the lesson for each course in the respective specialisms and share their views and understanding.</p> <p><i>e.g., The use of play as pedagogy for Early Grade. The use of questioning and Talk for learning approaches (PRY) Community resources (PRY). Barriers, theories and principles of learning and instruction in multimedia development and use (JHS)</i></p> <p>2.2. Prompt tutors to generate some potential barriers to learning by student teachers for each of lessons for respective courses</p>	<p>2.1. Study the subtopics in the lesson for each course in the respective specialisms and share your thoughts with your colleagues.</p> <p>2.2. Generate some potential barriers to learning by student teachers for each of the lessons for respective courses</p>	<p><b>15 mins</b></p>

<p>and explain the issues/s with tutors</p>	<p>e.g. <i>Misconceptions and prejudices about the use of play and songs for teaching. Most people see these as ‘time wasters’.</i></p> <p><i>Students have not started teaching full classes and may therefore have difficulties in conceptualising how to communicate in class effectively.</i></p> <p><i>Superstition and Taboos about the use of certain resources, objects within the locality.</i> <i>Limited access to and misconceptions and phobias in the use of educational technology</i></p> <p>2.3. Ask tutors to study the suggested pedagogies for teaching the lesson(s) for the respective courses and write those they are not conversant with for whole group discussion and clarification.</p> <p>e.g. <i>practical application teaching approaches such as role-play and games; disputational talk, cumulative talk, exploratory talk;</i> <i>Group work – types such as mixed ability)</i></p>	<p>2.3. Study the suggested pedagogies for teaching the lesson(s) for the respective courses and note down those you are not conversant with for whole group discussion and clarification.</p>	
<p><b>3. Planning for teaching, learning and assessment</b></p>	<p>3.1. Lead tutors to read through the teaching and learning activities and note unfamiliar</p>	<p>3.1. Read through the teaching and learning activities and note unfamiliar ones for</p>	<p><b>40 mins</b></p>

<p><b>activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, such as action research, questioning, and other external</li> </ul> </li> </ul>	<p>ones for clarifications and discussions. <i>e.g., Indigenous games; group work and presentations.</i></p> <p><b>3.2.</b> Ask tutors to compare the content and activities for the lesson(s) under focus with the structure and components of the Basic School Curriculum to discuss any connections. <i>e.g., teaching strategies, methods and activities prescribed for specific themes and strands in the Basic School Curriculum</i></p> <p>3.3. Ask tutors to identify opportunities to incorporate GESI, ICT and 21<sup>st</sup>-century skills in the teaching and learning activities <i>e.g., democratically assign teaching and learning activities, tasks, and leadership roles to foster gender and social inclusivity (GESI), asking students to download materials from YouTube and other web-based resources presentation of tasks through PowerPoint and videos (ICT) the use of face-to-face, independent and group work to inculcate some of the expected 21<sup>st</sup>-century skills such as critical thinking, communication and collaboration.</i></p>	<p>clarifications and discussions.</p> <p><b>3.2.</b> Compare the content and activities for the lesson(s) under focus with the structure and components of the Basic School Curriculum to discuss any connections.</p> <p>3.3. Identify opportunities to incorporate GESI, ICT and 21<sup>st</sup>-century skills in the teaching and learning activities. <i>e.g., assigning learning tasks and roles to students mindful of gender and socio-economic characteristics, using simple technological tools to support teaching and learning, and using independent and group study opportunities for developing 21-century skills.</i></p>	
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<p>reference material: literature, on the web, Youtube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.4. With reference to the lesson 1 PD session, ask tutors to review the suggested assessments for the individual lessons and discuss which aspects or components should be part of the subject portfolio and subject project.</p> <p>Please refer to Appendix 2.</p> <p>3.5. Refer tutors to the various PD themes (manual or electronic versions) 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 1: creative approaches including play and games (Early Grade)</i>  <i>Theme 2: Questioning and its types and uses, Theme 3: Talk for learning-disputational talk, cumulative talk, exploratory talk (PRY).</i>  <i>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 specific lessons in the course manuals.</p>	<p>3.4. Study the continuous assessment activities and tasks 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 versions) 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 1: creative approaches including play and games (Early Grade)</i>  <i>Theme 2: Questioning and its types and uses, Theme 3: Talk for learning-disputational talk, cumulative talk, exploratory talk (PRY).</i>  <i>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>	
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	<i>e.g., specific YouTube materials or links, textbook materials or PowerPoint slides, local resources from the community</i>	<i>e.g., specific YouTube materials or links, textbook materials or PowerPoint slides, local resources from the community that can be used to complement what were suggested in the course manual(s).</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1. Lead tutors to identify critical friends to observe lessons and report at the next session.</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 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>	<b>15 mins</b>

## Tutor PD Session for Lesson 7

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.1 Ask tutors to share, in their subject groupings, experiences from the previous PD session and their teaching of lesson 5.</p> <p>1.2 Request one or two critical friends to share their observations with the group for discussion.</p> <p>1.3 Introduce tutors to lesson 7 by asking them to read the introductory sections (lesson title, lesson description,</p>	<p>1.1 In your subject groupings, share your experiences from the previous PD session and your teaching of lesson 5.</p> <p>1.2 One or two of you who served as critical friends should share your observations with us for discussion.</p> <p>1.3 Read the introductory sections (lesson title, lesson description, learning outcomes and</p>	<p><b>20 mins</b></p>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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>learning outcomes and indicators) for discussion.</p> <p><b>NB: JHS–Differentiated Planning- Topic: Visual design and instructional media production</b></p> <p><b>Upper Primary–Multimedia Development-Topic: Instructional and visual Design I</b></p> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning-Topic: Collaborative and Experiential Learning Approaches I</b></p> <p>1.4 Ask tutors to identify and discuss the distinctive features of lesson 7 for each of the courses and grade levels.</p> <p><i>E. g.</i></p> <p><b>JHS–Differentiated Planning</b></p> <ul style="list-style-type: none"> <li>Basic elements and principles of visual design.</li> </ul> <p><b>Upper Primary–Multimedia Development</b></p> <ul style="list-style-type: none"> <li>Instructional Design</li> </ul> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning</b></p> <ul style="list-style-type: none"> <li>Techniques of teaching</li> </ul>	<p>indicators) for discussion.</p> <p><b>NB: JHS–Differentiated Planning- Topic: Visual design and instructional media production</b></p> <p><b>Upper Primary–Multimedia Development-Topic: Instructional and visual Design I</b></p> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning-Topic: Collaborative and Experiential Learning Approaches I</b></p> <p>1.4 Identify and discuss the distinctive features of lesson 7 for your course and grade level.</p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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 Give tutors stick-on papers and ask them to list the major concepts to be developed in lesson 7 and share them with the whole group.</p> <p>Here are examples:  <b>JHS–Differentiated Planning</b></p> <ul style="list-style-type: none"> <li>• <i>Imitative media production technique</i></li> <li>• <i>Adaptive media production technique</i></li> <li>• <i>Creative media production technique) with low/no-cost materials</i></li> </ul> <p><b>Upper Primary–Multimedia Development</b></p> <ul style="list-style-type: none"> <li>• <i>Carey’s Model of instructional design</i></li> <li>• <i>ADDIE Model of instructional design</i></li> </ul> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborative learning</i></li> <li>• <i>Cooperative learning</i></li> <li>• <i>Nature walks</i></li> <li>• <i>Learning centres</i></li> <li>• <i>Project work (problem solving and discovery)</i></li> <li>• <i>Demonstration</i></li> <li>• <i>Dramatization</i></li> </ul> <p>2.2 Ask tutors to individually surf the internet for the meaning of the concepts they just listed and share their findings</p>	<p>2.1 On your stick-on papers, list the major concepts to be developed in lesson 7 and share them with the whole group.</p> <p>2.2 Individually surf the internet for the meaning of the concepts you just listed and share your</p>	<p><b>15 mins</b></p>
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	<p>with their grade level colleagues.</p> <p>2.3 Using concept cartoons, ask tutors to discuss the potential misconceptions and barriers associated with the concepts they listed above.</p> <p><i>E. g. <b>Misconception:</b> EG &amp; UP Grade Differentiated Planning): Using the collaborative and experiential learning approaches is a waste of teaching time.</i></p> <p><i><b>Barrier</b> (JHS Differentiated Learning): Student teachers may not have adequate ICT skills.</i></p> <p>2.4 Ask tutors in their respective grade level groups to identify the most appropriate teaching strategies that can be employed to explain the concepts to trainee teachers.</p> <p><i>For example: The instructional design models (Upper Primary–Multimedia Development) can be taught through the demonstration strategy.</i></p>	<p>findings with your grade level colleagues.</p> <p>2.3 Using concept cartoons, discuss the potential misconceptions and barriers associated with the concepts you listed above.</p> <p>2.4 In your respective grade level groups, identify the most appropriate teaching strategies that can be employed to explain the concepts to trainee teachers.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities section of the course manual and discuss the suggested activities.</p> <p><i>E. g. Using jigsaw with cross grouping to enable</i></p>	<p>3.1 Read the teaching and learning activities section of the course manual and discuss the suggested activities.</p>	<b>40 mins</b>

<p>teaching and learning activities</p> <ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, youtube,</li> </ul> </li> </ul>	<p><i>student teachers to work in groups to discuss and present project report on the features, similarities and differences among the various teaching techniques.</i></p> <p>3.2 Ask tutors to discuss 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 jigsaw with cross grouping to enable student teachers to discuss the features, similarities and differences among the various teaching techniques would lead to the achievement of LOs and LIs 1 and 2 for Early Grade &amp; Upper Primary– Differentiated Planning.</i></p> <p>3.3 Ask tutors to explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curriculum.</p> <p><i>E. g. Knowledge gained from lesson 7 for Early Grade &amp; Upper Primary (Differentiated Planning) will equip student teachers with the skills to incorporate these strategies in their basic school classrooms.</i></p> <p>3.4 Allow tutors to identify aspects of lesson 7 that need clarification.</p>	<p>3.2 Discuss 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>3.3 Explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curriculum.</p> <p>3.4 Identify aspects of lesson 7 that need clarification.</p>	
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<p>physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>NB: Assist tutors to address any concern.</i></p> <p>3.5 Ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21<sup>st</sup> C skills can be integrated in lesson 7 for the various courses.</p> <p><i>E. g. <b>GESI</b>— using mixed gender groupings and assigning female trainees leadership roles during lessons will promote inclusion in all the courses.</i></p> <p><i><b>ICT Skills</b>— asking trainees to do Power Point presentations promotes their ICT skills in all the courses.</i></p> <p><i><b>21<sup>st</sup> C Skills</b>— giving trainees the opportunity to surf the internet develops their digital literacy skills in all the courses.</i></p> <p>3.6 Ask tutors to read the assessment section in the various course manuals and identify areas that require clarification.</p> <p><i>E. g. for the Early Grade &amp; Upper Primary (Differentiated Planning) course, the assessment is using group presentations, student teachers discuss the use of collaborative learning, co-operative learning, and nature walk as instructional techniques, and identify specific techniques to teach specific topics in any of the learning</i></p>	<p>3.5 Discuss in your grade level groupings how GESI responsiveness and ICT and 21<sup>st</sup> C skills can be integrated in lesson 7 for your course area.</p> <p>3.6 Read the assessment section in your course manual and identify areas that require clarification.</p>	
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	<p><i>areas in the early grade curriculum.</i> <b><i>This could be used as their subject portfolio.</i></b></p> <p>3.7 Ask tutors to suggest instructional resources that can be used to teach lesson 7 in their respective course areas. <i>NB: List their suggestions on a flip chart and ensure that the suggested resources are GESI responsive.</i></p> <p>3.8 Refer tutors to the instructional resources section of their respective course manuals, let them read the suggested resources and discuss how they can be used to promote learning lesson 7.</p> <p>3.9 Let individual tutors prepare and present a plan for the next lesson for trainee teachers. <i>NB: Let them show their plans to their elbow partners.</i></p>	<p>3.7 Suggest instructional resources that can be used to teach lesson 7 in your respective course areas.</p> <p>3.8 Refer to the instructional resources section of your respective course manual, read the suggested resources and discuss how they can be used to promote learning lesson 7.</p> <p>3.9 Prepare and present a plan for the next lesson for trainee teachers. <i>NB: Show your plan to your elbow partner.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to</li> </ul>	<p>4.1 Ask tutors if they have any unresolved issues in their various subject areas and assist them to resolve such issues. <i>NB: If you are unable to assist, refer tutors to the subject lead or Subject Writer Lead for the course in question.</i></p>	<p>4.1 Do you have any unresolved issues in your various subject areas?</p>	<p><b>15 mins</b></p>

<p>the lesson/s for clarification</p>	<p>4.2 Encourage tutors to allow critical friends to observe their lessons and provide them with feedback for improvement.</p> <p>4.3 Remind tutors to read lesson 8 in the PD and course manuals to prepare for the following week's PD session as well as lesson.</p>	<p>4.2 You are encouraged to allow critical friends to observe your lessons and provide you with feedback for improvement.</p> <p>4.3 Read lesson 8 in your PD and course manuals to prepare for the following week's PD session as well as lesson.</p>	
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## Tutor PD Session for Lesson 8

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to</li> </ul>	<p>1.1 Start the session with an icebreaker from one tutor.</p> <p>1.2 Ask tutors to individually share with their grade level colleagues their experiences in teaching lesson 7.</p> <p><i>NB: Assist tutors to address any issue of concern brought from teaching lesson 7. If you are unable to help, consult the Subject</i></p>	<p>1.1 One of you should give us an icebreaker to start the session.</p> <p>1.2 Individually, share with your grade level colleagues your experiences in teaching lesson 7.</p>	<b>20 mins</b>



	<ul style="list-style-type: none"> <li>• <i>Types of models (solid, cross section, construction and working models, diorama and puppets)</i></li> </ul> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning</b></p> <ul style="list-style-type: none"> <li>• <i>Differences and similarities among project work (problem solving and discovery), demonstration, and dramatization.</i></li> </ul>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and</p>	<p>2.1 Ask tutors to identify in their respective courses the major concepts to be developed in lesson 8.</p> <p><i>NB: List the concepts on a flip chart for discussion.</i></p> <p>Here are examples:  <b>JHS–Differentiated Planning &amp; Upper Primary–Multimedia Development</b></p> <ul style="list-style-type: none"> <li>• <i>Types of models (solid, cross-section, construction and working models)</i></li> <li>• <i>Diorama and puppets</i></li> <li>• <i>Ways of developing learning materials using low/no cost resources and Criteria for selecting materials</i></li> </ul>	<p>2.1 Identify in your respective courses the major concepts to be developed in lesson 8.</p>	<p><b>15 mins</b></p>

<p>explain the issues/s with tutors</p>	<p><b>Early Grade &amp; Upper Primary– Differentiated Planning</b></p> <ul style="list-style-type: none"> <li><i>Differences and similarities among project work (problem solving and discovery), demonstration, and dramatization.</i></li> </ul> <p>2.2 Put tutors in mixed-gender (if applicable) or mixed-ability groups and ask them 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 Let tutors work in pairs to identify and discuss potential misconceptions and barriers that can hamper the successful teaching and learning of lesson 8.</p> <p><i>E. g. One misconception about lesson 8 at the JHS level could be that it is the responsibility of the College Managements to provide every teaching and learning resource for tutors.</i></p> <p><i>One possible barrier for the EG &amp; UP (Differentiated Planning) courses could be the difficulty in determining and selecting specific</i></p>	<p>2.2 In mixed-gender (if applicable) or mixed-ability groups, discuss the key concepts you identified.</p> <p>2.3 In pairs, identify and discuss potential misconceptions and barriers that can hamper the successful teaching and learning of lesson 8.</p>	
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	<i>appropriate instructional techniques and strategies to suit specific topics.</i>		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to</li> </ul>	<p>3.1 Ask tutors to study the teaching and learning activities section in their respective course manuals and note the suggested activities for discussion.</p> <p>3.2 Ask tutors to discuss the appropriateness of the suggested activities to promote GESI responsiveness and opportunities to develop ICT and 21<sup>st</sup> Century skills.</p> <p><i>E. g. The use of mixed-ability group presentations to teach Lesson 8 at the Early Grade level will promote GESI and build ICT and 21<sup>st</sup> Century skills.</i></p> <p>3.3 Allow one tutor from each grade level to suggest other teaching strategies that can be employed to explain the concepts in lesson 8 to trainee teachers.</p> <p>3.4 Let tutors discuss how the different activities (those suggested by tutors and those in the course manuals) can lead to the achievement of the LOs and the LIs specified in the respective course manuals for lesson 8.</p> <p><i>E. g. The use of questioning and whole class discussion</i></p>	<p>3.1 Study the teaching and learning activities section in your respective course manuals and note the suggested activities for discussion.</p> <p>3.2 Discuss the appropriateness of the suggested activities to promote GESI responsiveness and opportunities to develop ICT and 21<sup>st</sup> Century skills.</p> <p>3.3 One tutor from each grade level should suggest other teaching strategies that can be employed to explain the concepts in lesson 8 to trainee teachers.</p> <p>3.4 Discuss how the different activities (those suggested by tutors and those in the course manuals) can lead to the achievement of the LOs and the LIs specified in your respective course manuals for lesson 8.</p>	<b>40 mins</b>

<p>support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>would lead to the achievement of LOs 1 and 2 and their corresponding LIs for Upper Primary– Multimedia Development course.</i></p> <p>Using whole group discussion, let tutors explain how knowledge gained from lesson 8 can be used to deliver the Basic School Curriculum. <i>E. g. Knowledge gained from lesson 8 for Upper Primary (Differentiated Planning) will enable student teachers to teach problem solving and discovery in their basic school classrooms.</i></p> <p>3.5 Ask tutors if any aspect of lesson 8 is not clear and they want clarifications on it. <i>NB: Help clarify tutors’ concerns.</i></p> <p>3.6 Let tutors discuss in their grade level groupings how GESI responsiveness and ICT and 21<sup>st</sup> C skills can be integrated in lesson 8. <i>E. g. <b>GESI</b>— using gender-friendly language, using mixed-gender or mixed ability groupings. <b>ICT Skills</b>— organising seminar presentations for trainee teachers. <b>21<sup>st</sup> C Skills</b>— organising group work presentations and seminars.</i></p>	<p>Using whole group discussion, explain how knowledge gained from lesson 8 can be used to deliver the Basic School Curriculum.</p> <p>3.5 Is any aspect of lesson 8 not clear, and you want clarifications on it?</p> <p>3.6 Discuss in your grade level groupings how GESI responsiveness and ICT and 21<sup>st</sup> C skills can be integrated in lesson 8.</p>	
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	<p>3.7 Refer tutors to read the assessment components in the various course manuals and discuss how they align with the NTEAP and how they can lead to the achievement of the Los of lesson 8.</p> <p><i>E. g. for the JHS (Differentiated Learning and Multimedia) course, the in-class Assessment is group presentations on ways of developing learning materials using low/no cost resources and criteria for selecting materials. This assessment activity can assess learning outcome LO 1 and can also serve as trainee teachers' subject portfolio which is in line with NTEAP.</i></p> <p>3.8 Ask tutors to read instructional resources that have been suggested for teaching lesson 8 in their various course areas.</p> <p><i>E. g. YouTube videos on Diorama and puppets, and projectors and computers for teaching the JHS (Differentiated learning and multimedia) course.</i></p> <p>3.9 Ask tutors to suggest additional resources that can be used to teach and learn lesson 8.</p> <p><i>NB: Let them write the additional resources into their jotters for reference during their teaching.</i></p>	<p>3.8 Read the assessment components in your course manuals and discuss how they align with the NTEAP and how they can lead to the achievement of the Los of lesson 8.</p> <p>3.9 Read the instructional resources that have been suggested for teaching lesson 8 in your various course areas.</p> <p>3.10. Suggest additional resources that can be used to teach and learn lesson 8.</p>	
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	3.10. Give one volunteer tutor the opportunity to demonstrate how they would teach an aspect of lesson 8 in their course area.	3.10. One volunteer should demonstrate how you would teach an aspect of lesson 8 in your course area.	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Recap the session by reminding tutors that in teaching lesson 8 to trainee teachers, the following points should be noted:</p> <ul style="list-style-type: none"> <li>• Teaching and learning activities should lead to the achievement of the LOs and LIs</li> <li>• Instructional resources should be GESI responsive and promote learning of the concepts in lesson 8.</li> <li>• Assessment should align with the NEAP.</li> </ul> <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>	<p>4.1 We have discussed lesson 8. In teaching the lesson, note the following points:</p> <ul style="list-style-type: none"> <li>• The teaching and learning activities you employ should lead to the achievement of the LOs and LIs.</li> <li>• The instructional resources should be GESI responsive and promote learning of the concepts in lesson 8.</li> <li>• Assessment should align with the NEAP.</li> </ul> <p>4.2 Do you have any unresolved issues and want clarification?</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>	<b>15 mins</b>

## Tutor PD Session for Lesson 9

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

**Name of Subject/s:** *Differentiated Plannin and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JH*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>1.1 Start the session with an icebreaker and ask tutors to share how useful PD session 8 was and how it influenced their teaching the previous week.</p> <p>1.2 Read the title of lesson 9 for each of the courses and 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>2.1 Share how useful PD session 8 was and how it influenced your teaching last week.</p> <p>1.2 Read and discuss the introductory section of lesson 9 in your course manual, including the learning outcomes (LOs) in phase groups.</p>	<p><b>20 mins</b></p>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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: The lesson topics for the various courses are:</i></p> <p><b>JHS–Differentiated Learning:</b> <i>Models, material development, storage and evaluation II</i></p> <p><b>Upper Primary–Multimedia Development:</b> <i>Models and Material Adaptation for Inclusive Classrooms and their Uses II</i></p> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning:</b> <i>Managing Inclusive and Multi-grade Classrooms I</i></p> <p>1.3 Ask tutors to identify and discuss in their phase groups the important or distinctive aspects of lesson 9.</p> <p><i>E. g. JHS–Differentiated Planning &amp; Upper Primary–Multimedia Development: The availability of technology for all categories of learners (Types and use of Adaptive and Assistive Technologies for SEN).</i></p> <p><b>Early Grade &amp; Upper Primary–Differentiated Planning:</b></p> <p><i>There are differences and similarities among inclusion scenarios, multi-grade and multi-age, and developmentally appropriate classrooms.</i></p>	<p>1.3 Identify and discuss in your phase groups the important or distinctive aspects of lesson 9.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion</li> </ul>	<p>2.1 Let tutors work in their phase level groupings to identify the major concepts to be developed in lesson 9.</p> <p><i>Here are examples:</i></p>	<p>3.1 In your phase level groupings, identify the major concepts to be developed in lesson 9.</p>	<p><b>15 mins</b></p>

<p>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> <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>JHS–Differentiated Planning &amp; Upper Primary–Multimedia Development:</b></p> <ul style="list-style-type: none"> <li>• <i>Criteria for selecting material.</i></li> <li>• <i>Factors behind ineffective materials.</i></li> <li>• <i>Adaptive and Assistive Technologies (AATs) for SEN.</i></li> <li>• <i>Need for storage of resources and gender audit/evaluation of resources using checklist.</i></li> </ul> <p><b>Early Grade &amp; Upper Primary-Differentiated Planning:</b></p> <ul style="list-style-type: none"> <li>• <i>Differences and similarities among inclusion scenarios, multi-grade and multi-age, and developmentally appropriate classrooms.</i></li> <li>• <i>How to create an inclusive and developmentally appropriate learning environment, and challenges and barriers in teaching in such contexts.</i></li> </ul> <p>2.2 Using concept cartoons, let tutors draw connections among the concepts in the various lessons and the basic school curricular.</p> <ul style="list-style-type: none"> <li>• <i>For example: Developmentally appropriate learning</i></li> </ul>	<p>3.2 Draw connections among the concepts in the various lessons and the basic school curricular.</p>	
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	<p><i>environments are important for all learners at the basic school level.</i></p> <ul style="list-style-type: none"> <li>• <i>Since some basic school pupils are learners with SEN, knowledge about AATs will enable trainee teachers to teach such pupils better.</i></li> </ul> <p>2.3 Ask tutors to individually identify aspects of the lesson whose teaching may pose a challenge to them and ask group members to assist such tutors.</p> <p><i>NB: If members of the groups are not able to assist, seek help from the Subject Leads (SL) or Subject Writer Leads (S/WL).</i></p> <p>2.4 Using the pyramid discussion technique, ask tutors to identify and discuss the potential misconceptions and barriers that can be associated with the teaching and learning of the concepts in lesson 9 in the various courses.</p> <p><i>E. g. <b>Misconception:</b> Resources should not be wasted on teaching learners with SEN. After all, they are suffering from sins of their parents.</i></p> <p><i><b>Barrier:</b> The above misconception can serve as a barrier to teaching the</i></p>	<p>2.3 Identify aspects of the lesson whose teaching may pose a challenge to you. Group members should assist any tutor who has an issue.</p> <p>2.5 Identify and discuss the potential misconceptions and barriers that can be associated with the teaching and learning of the concepts in lesson 9.</p>	
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	<b><i>JHS–Differentiated Learning &amp; Upper Primary–Multimedia Development courses.</i></b>		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous</li> </ul>	<p>3.1 Using questioning, ask tutors in their respective grade level groups to suggest and justify the most appropriate teaching strategies that can be employed to teach the concepts in lesson 9. <i>NB: Ensure that tutors’ suggestions make provision for the integration of GESI, and the development of ICT and 21<sup>st</sup> Century skills in line with NTS 1a, b, c, d, 2b, e, f, 3b, c.</i></p> <p>3.2 Ask tutors to read the teaching and learning activities section of the course manuals and discuss how the different activities can lead to the achievement of the LOs and the LIs specified in the course manuals for lesson 9. <i>E. g. Using pyramid discussions and seminars to teach lesson 9 in the <b>Early Grade &amp; Upper Primary-Differentiated Planning</b> courses would lead to the achievement of LOs 1 and its corresponding LIs.</i></p> <p>3.3 Ask tutors to explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curricular.</p>	<p>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.</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 the course manuals for lesson 9.</p> <p>3.3 Explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curricular.</p>	<b>40 mins</b>

<p>assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>E. g. Knowledge gained from lesson 9 for Early Grade &amp; Upper Primary (Differentiated Planning) will enable trainee teachers to identify challenges for teaching in inclusive, multi-grade, and developmentally appropriate primary school classrooms (NTS 3e, 3f, 3g, 3h).</i></p> <p>3.4 Using the talking point strategy, ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21<sup>st</sup> C skills can be integrated in lesson 9 for the various courses.</p> <p><i>E. g. <b>GESI</b>— Using pyramid discussions. <b>ICT Skills</b>— Using seminars. <b>21<sup>st</sup> C Skills</b>— Using concept maps and concept cartoons.</i></p> <p>3.5 Ask tutors to read the assessment components in the various course manuals and discuss how the suggested assessments are linked to the NTEAP and the NTS.</p> <p><i>NB: Here are the suggested assessments for each of the courses: <b>JHS–Differentiated Learning:</b> In-class Assessment: Individual oral presentations on factors behind ineffective materials and ways of storing types of resources and demonstrate auditing of resources using checklists. (NTS 3m).</i></p>	<p>3.4 Discuss in your grade level groupings how GESI responsiveness and ICT and 21<sup>st</sup> C skills can be integrated in lesson 9.</p> <p>3.5 Read the assessment components in the various course manuals and discuss how the suggested assessments are linked to the NTEAP and the NTS.</p>	
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	<p><b>Upper Primary–Multimedia Development:</b>  <i>In-lesson Assessment: Peers listen, assess colleagues during presentations and comment (NTS 1a, 2e, 3c &amp; j).</i></p> <p><b>Early Grade– Differentiated Planning:</b> <i>In-lesson Assessment: Using group presentations, student teachers discuss how to create, inclusive and developmentally appropriate classrooms and challenges for teaching in such environments by incorporating their experiences during school visits. (NTS 1e, 3e &amp; h, 2e &amp; f).</i></p> <p><b>Upper Primary– Differentiated Planning:</b> <i>In-lesson Assessment: Using group presentations, student teachers discuss how to create, inclusive and developmentally appropriate classrooms and challenges for teaching in such environments by incorporating their experiences during school visits. (NTS 1e, 3e, g, h, 2e, f).</i></p> <p>3.6 Lead tutors in a whole-group discussion on how they can use the suggested assessments to support trainee teachers to build their subject portfolio in the various courses.</p> <p>3.7 Give stick-on sheets to tutors and ask them to</p>	<p>3.6 Discuss how you can use the suggested assessments to support trainee teachers to build their subject portfolio in your course.</p> <p>3.7 Suggest and discuss the instructional</p>	
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	<p>suggest instructional resources that can be used to teach lesson 9 in their respective course areas for discussion.</p> <p><i>NB: Ensure that the suggested resources are GESI responsive.</i></p> <p>3.8 Refer tutors to the instructional resources section of their respective course manuals, let them read the suggested resources and discuss how they can be used to promote the teaching and learning of lesson 9.</p> <p><i>E. g. Two of the resources suggested for teaching the <b>Upper Primary–Multimedia Development</b> course are: (i) TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom (ii) YouTube</i></p> <p>3.9 Allow one volunteer tutor to model a presentation of an activity in lesson 9.</p> <p><i>NB: Group members should provide feedback on the model presentation.</i></p>	<p>resources that can be used to teach lesson 9.</p> <p>3.8 Open the instructional resources section of your course manual, read the suggested resources and discuss how they can be used to promote the teaching and learning of lesson 9.</p> <p>3.9 One volunteer should model a presentation of an activity in lesson 9.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and</li> </ul>	<p>4.1 Summarise the session by reminding tutors that their lessons should be interactive, GESI responsive, and integrate ICT and 21<sup>st</sup> Century skills. They should also provide opportunities for</p>	<p>4.1 In today’s session, we discussed lesson 9. Remember that your lessons should be interactive, GESI responsive, and integrate ICT and 21<sup>st</sup> Century skills. You should also provide</p>	<p><b>15 mins</b></p>

<p>report at next session.</p> <ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>continuous assessment and ensure that assessments are be aligned to the NTEAP.</p> <p>4.2 Find out from tutors if they have any unresolved issues in their various subject areas.</p> <p><i>NB: Clarify any unresolved issue. If you are unable to assist, seek help from the Subject Lead or the Subject Writer Lead for the course in question.</i></p> <p>4.3 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>4.4 Encourage tutors to prepare in advance for lesson 10 as well as PD session 10.</p>	<p>opportunities for continuous assessment and see that the assessments are aligned to the NTEAP.</p> <p>4.2 Do you have any unresolved issues in your various subject areas?</p> <p>4.3 Identify a critical friend to observe the enactment of your lesson and provide you with feedback for discussion during the next PD session.</p> <p>4.4 You are encouraged to prepare in advance for lesson 10 as well as PD session 10.</p>	
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## Tutor PD Session for Lesson 10

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

**Name of Subject/s:**  
*Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each stage of the session.</p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including</li> </ul>	<p>1.1 Use stick a note activity to raise from tutors how useful the previous PD session (lesson 9) was 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.</p> <p>1.3 Ask tutors to reflect through discussions</p>	<p>1.1 Write on a sticker note how useful the previous PD session (lesson 9) was and how it influenced 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.</p> <p>1.3 Reflect through discussion the lessons</p>	<p><b>20 mins</b></p>

<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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>the lessons observed by a colleague on the application of the previous PD session (session 9) in the classroom.</p> <p>1.4 Put tutors into course specific groups for them to read through the introductory section of the course manuals and encourage them to read up to learning outcomes and their corresponding indicators for discussion. <i>(E.g., how are the LOs of differentiated planning and learning; multi-media development and use; and differentiated learning and multi-media appropriately relate to their corresponding LIs?)</i></p> <p>1.5 Ask tutors to discuss the important/distinctive aspects of the lesson in their course specific groups and share with the larger group</p> <p><b>EXAMPLE (distinctive features)</b></p> <ul style="list-style-type: none"> <li>• <u>Differentiated Planning and Learning in Early Grade and Primary:</u> interactive strategies appropriate</li> <li>• <u>Multi-media Development and use for Primary:</u> Adaptive and Assistive technology</li> </ul>	<p>observed by the colleague on the application of the previous PD session (session 9) in the classroom.</p> <p>1.4 Put yourselves into course specific groups and read through the introductory section of the course manuals up to learning outcomes and their corresponding indicators for discussion.</p> <p>1.5 In your respective course groups discuss and share the important/distinctive aspects of the lesson.</p> <p><b>EXAMPLE (distinctive features)</b></p> <ul style="list-style-type: none"> <li>• <u>Differentiated Planning and Learning in Early Grade and Primary:</u> interactive strategies appropriate</li> <li>• <u>Multi-media Development and use for Primary:</u> Adaptive and</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <u>Differentiated Learning and Multi-Media</u>: inclusive classroom, multi-grade, developmentally appropriate classrooms</li> </ul>	<p>Assistive technology</p> <ul style="list-style-type: none"> <li>• <u>Differentiated Learning and Multi-Media</u>: inclusive classroom, multi-grade, developmentally appropriate classrooms</li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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 course specific group <i>Differentiated planning and learning in EG and UP; Multi-media Development and Use (UG); and Differentiated Learning and Multi-media (JHS)</i> to read through lesson 10 and note down new learning that is likely to occur from the course manuals</p> <p><b>Example (New Learning)</b></p> <ul style="list-style-type: none"> <li>• <u>Differentiated Planning and Learning in Early Grade and Primary</u>: identification of appropriate approaches for managing inclusive, multi-grade and grade appropriate classroom</li> <li>• <u>Multi-media Development and use fir Primary</u>: Meaning and types of Adaptive and Assistive technology for SEN; Application and relevance of Adaptive and Assistive technology</li> </ul>	<p>2.1 In your course specific groups, read through lesson 10 of the course manuals and note down the new learning that is likely to occur from the course manuals.</p> <p><b>Example (New Learning)</b></p> <ul style="list-style-type: none"> <li>• <u>Differentiated Planning and Learning in Early Grade and Primary</u>: identification of appropriate approaches for managing inclusive, multi-grade and grade appropriate classroom</li> <li>• <u>Multi-media Development and use fir Primary</u>: Meaning and types of Adaptive and Assistive technology for SEN; Application and relevance of Adaptive and</li> </ul>	<b>15 mins</b>

	<ul style="list-style-type: none"> <li>• <u>Differentiated Learning and Multi-Media</u>: Knowledge of inclusive classroom, multi-grade, developmentally appropriate classrooms; Challenges of teaching Inclusive and multi-grade learning settings</li> </ul> <p>2.3 Ask tutors in their course specific groups to identify some potential barriers to learning for the student teachers and the way forward. Example: <b>(Potential Barriers for Student Teachers</b></p> <ul style="list-style-type: none"> <li>• Large class size affecting,</li> <li>• Unstable Internet connectivity</li> <li>• 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.)</li> <li>• <u>Way forward</u> (grouping, reporting internet instability to CoE management)</li> </ul> <p>2.4 Ask groups to identify and discuss how the pedagogies introduced in lesson 10 of the course manuals could be explored</p>	<p>Assistive technology</p> <ul style="list-style-type: none"> <li>• <u>Differentiated Learning and Multi-Media</u>: Knowledge of inclusive classroom, multi-grade, developmentally appropriate classrooms; Challenges of teaching Inclusive and multi-grade learning settings</li> </ul> <p>2.3 In your course specific groups, identify some potential barriers to learning for the student teachers and the way forward. Example: <b>(Potential Barriers for Student Teachers</b></p> <ul style="list-style-type: none"> <li>• Large class size affecting,</li> <li>• Unstable Internet connectivity</li> <li>• 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.)</li> </ul> <p>2.4 In your groups, identify and discuss how the pedagogies introduced in lesson 10 of the course manuals could be explored</p>	
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	<p><b>Examples of New Pedagogy</b> <i>Use of e-Learning tools and resources; creative approaches; seminars</i></p> <p>2.5 Ask each group to share their views on the new pedagogies they have noted with the whole group.</p>	<p><b>Examples of New Pedagogy</b> <i>Use of e-Learning tools and resources; creative approaches; seminars</i></p> <p>2.2 In your groups, share your views on the new pedagogies you have noted with the whole group for discussion.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in</li> </ul>	<p>3.1 Allow tutors to remain in their course specific groups to read and discuss the teaching and learning activities for Lesson 10 from their course manuals.</p> <p>3.2 Ask the groups to share their views on areas of the teaching and learning activities that need further clarification and how it 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 and which can be extended to the basic school learners through STS activities.</p> <p><i>Example:</i> <i>Group Work - Collaborative learning</i> <i>Investigation - Critical Thinking</i> <i>Role Play - Communication</i></p>	<p>3.1 While in your course specific groups, read and discuss the teaching and learning activities for Lesson 10 from the course specific manuals.</p> <p>3.2 In your groups, share your views on areas of the teaching and learning activities 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 and which can be extended to the basic school learners through STS activities.</p> <p><i>Example:</i> <i>Group Work - Collaborative learning</i> <i>Investigation - Critical Thinking</i> <i>Role Play - Communication</i></p>	<b>40 mins</b>

<p>the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to</li> </ul> </li> </ul>	<p><i>(Students can ascertain the extent to which methods are used during STS activities in schools.)</i></p> <p>3.4 Ask tutors to brainstorm on how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated in the teaching and learning activities</p> <p><i>Example</i>  <i>ICT by utilising short videos from YouTube, preparation and presentation of power point slides; 21<sup>st</sup> century skills through collaboration and communication during group presentations; GESI through fair distribution of teaching and learning opportunities in and out of classroom, and ensuring that graphics in ICT material are GESI friendly; SEN, inclusivity, and diversity making student teachers acknowledge the individual differences in the classroom, especially mainstream Colleges of Education.</i></p> <p>3.5 Ask tutors to remain in the course specific groups to identify links to the existing PD Themes, YouTube links and discuss how they could be used in enacting lesson 10.  <i>E.g., Talk for Learning – concept cartoons (Theme 3); Group Work – mixed</i></p>	<p><i>(Students can ascertain the extent to which methods are used during STS activities in schools.)</i></p> <p>3.4 Brainstorm on how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated in the teaching and learning activities.</p> <p><i>Example</i>  <i>ICT by utilising short videos from YouTube, preparation and presentation of power point slides; 21<sup>st</sup> century skills through collaboration and communication during group presentations; GESI through fair distribution of teaching and learning opportunities in and out of classroom, and ensuring that graphics in ICT material are GESI friendly; SEN, inclusivity, and diversity making student teachers acknowledge the individual differences in the classroom, especially mainstream Colleges of Education.</i></p> <p>3.5 Remain in your course specific groups and identify links to the existing PD Themes, YouTube links and discuss how they could be used. <i>E.g., Talk for Learning – concept cartoons (Theme 3); Group Work – mixed ability and mixed</i></p>	
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<p>support learning</p> <ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>ability and mixed gender groups (Theme 4)</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 in lesson 10.</p> <p>3.7 Ask tutors to share continuous assessment opportunities in the course manuals for lesson 10 which they are currently employing and how the meets the NTEAP demands. <i>(Subject Projects and Subject Portfolio)</i></p> <p>3.8 Ask a tutor to model a presentation of an activity in lesson 10 <i>(E.g., A pyramid discussion and participatory feedback on how to assist student teachers to identify and discuss the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate primary school classrooms)</i> using internet search and taking into consideration GESI issues <i>(e.g., Both genders taking the leading roles in their groups)</i> NTS 1a, b, 2b, e, 3b, c,</p> <p>3.9 Admonish tutors to read Lesson 10 in their respective course</p>	<p><i>gender groups (Theme 4)</i></p> <p>3.6 Mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LOs in lesson 10.</p> <p>3.7 Share the continuous assessment opportunities in the course manuals for lesson 10 which you are currently employing and how the meets the NTEAP demands. <i>(Subject Projects and Subject Portfolio)</i></p> <p>3.8 Model a presentation of an activity in lesson 10 <i>(E.g., A pyramid discussion and participatory feedback on how to assist student teachers to identify and discuss the challenges faced in teaching in inclusive, multi-grade, and developmentally appropriate primary school classrooms)</i> internet search and taking into consideration GESI issues <i>(e.g., Both genders taking the 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</p>	
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	manuals and consider the discussion on the PD session to plan for lesson 10.	manuals and consider the discussion on the PD session to plan for lesson 10.	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<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 Engage 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 any outstanding issues relating to the lessons to be addressed.</p> <p>4.3 Identify a critical friend to observe their lessons and report on it at the next PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 11

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

**Name of Subject/s:** *Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.1 Using the find someone approach, get tutors to move from their original seats in order to identify a colleague who can tell them what they can recall from the previous PD session (session10) and how it influenced their teaching over the week.</p> <p>1.2 Invite the critical friend(s) to give feedback on his/her observation of the last enacted lesson.</p> <p>1.3 Refer tutors to the introductory section of the course manuals and</p>	<p>1.1 Move from your original seats and identify a colleague who can tell you what they can recall from the previous PD session (session10) and how it influenced their teaching over the week.</p> <p>1.2 As a critical friend, share with the group feedback on your observation of the last enacted lesson.</p> <p>1.3 Refer to the introductory section of the course manuals and</p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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>encourage them to read up to learning outcomes and their corresponding indicators for discussion.</p> <p>1.4 Refer tutors to the lesson description of each course manual e.g. <i>(Differentiated planning and learning in EG and UP; multi- media development and use (UP); and differentiated learning and multi-media (JHS)</i> and identify the distinctive features of lesson 11</p> <p><i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> <li><u>Differentiated Planning and Learning in Early Grade and Primary:</u> <i>planning, co-planning, multi-grade, and developmentally appropriate</i></li> <li><u>Multi-media Development and use for Primary:</u> <i>handheld technology</i></li> <li><u>Differentiated Learning and Multi-Media:</u> <i>classroom management, inclusive classroom, early adolescence classrooms</i></li> </ul>	<p>read up to learning outcomes and their corresponding indicators for discussion.</p> <p>1.4 Refer to the lesson description of each course manual e.g. <i>(Differentiated planning and learning in EG and UP; multi-media development and use (UP); and differentiated learning and multi-media (JHS)</i> and identify the distinctive features of lesson 11</p> <p><i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> <li><u>Differentiated Planning and Learning in Early Grade and Primary:</u> <i>planning, co-planning, multi-grade, and developmentally appropriate</i></li> <li><u>Multi-media Development and use for Primary:</u> <i>handheld technology</i></li> <li><u>Differentiated Learning and Multi-Media:</u> <i>classroom management, inclusive classroom, early adolescence classrooms</i></li> </ul>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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 In three mixed gender groups (where applicable), assign each of the groups to a course e.g. <i>(Differentiated planning and learning in EG and UP; multi- media development and use (UG); and differentiated learning and multi-media (JHS)</i> to read through lesson 11 and note down new learning that is likely to occur from the course manuals</p> <p>2.2 Ask tutors in their course groups to share their views on the new learning they have noted with the whole group for discussion.</p> <p>EXAMPLES (new learning)</p> <ul style="list-style-type: none"> <li>• <i><u>Differentiated Planning and Learning in Early Grade and Primary: factors to consider in preparing learning for diverse primary school learners in inclusive, multi-grade, and developmentally appropriate primary school classrooms</u></i></li> <li>• <i><u>Multi-media Development and use fir Primary: meaning, properties, relevance and usage of hand-held technology</u></i></li> <li>• <i><u>Differentiated Learning and Multi-Media: The concept of classroom</u></i></li> </ul>	<p>2.1 In your groups, <i>(Differentiated planning and learning in EG and UP; multi-media development and use (UG); and differentiated learning and multi-media (JHS)</i> read through lesson 11 and note down new learning that is likely to occur from the course manuals</p> <p>2.2 In your course groups, share your views on the new learning they have noted with the whole group for discussion.</p> <p>EXAMPLES (new learning)</p> <ul style="list-style-type: none"> <li>• <i><u>Differentiated Planning and Learning in Early Grade and Primary: factors to consider in preparing learning for diverse primary school learners in inclusive, multi-grade, and developmentally appropriate primary school classrooms</u></i></li> <li>• <i><u>Multi-media Development and use fir Primary: meaning, properties, relevance and usage of hand-held technology</u></i></li> <li>• <i><u>Differentiated Learning and Multi-</u></i></li> </ul>	<p><b>15 mins</b></p>
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	<p><i>management, approaches and strategies for managing inclusive and multi-grade classrooms</i></p> <p>2.3 Ask tutors in their respective course groups to identify and share with the larger group some potential barriers to learning for the student teachers that are likely to be encountered and the way forward.</p> <p><b>EXAMPLE (potential barriers)</b> <i>Large class size, unstable internet connectivity.</i></p> <ul style="list-style-type: none"> <li>• <b>Way forward</b> (<i>grouping, reporting internet instability to CoE management</i>)</li> </ul> <p>2.4 Ask tutors in their respective course groups to consider the suggested pedagogies introduced in lesson 11 and discuss with the whole group how these could be explored and enacted.</p> <p><b>E.g.</b> (<i>Question and answer, shower thought, pyramid discussions, mixed grouping, e-learning, demonstrations and presentations</i>)</p>	<p><i>Media: The concept of classroom management, approaches and strategies for managing inclusive and multi-grade classrooms</i></p> <p>2.3 In your course groups, identify and share with the larger group some potential barriers to learning the student teachers are likely to encounter and the way forward.</p> <p><b>EXAMPLE (potential barriers)</b> <i>Large class size, unstable internet connectivity.</i></p> <p>2.4 In your respective course groups, consider the suggested pedagogies introduced in lesson 11 and discuss with the whole group how these could be explored and enacted.</p> <p><b>E.g.</b> (<i>Question and answer, shower thought, pyramid discussions, mixed grouping, e-learning, demonstrations and presentations</i>)</p>	
<b>3. Planning for teaching, learning and</b>	3.1 Using the question-and-answer strategy, lead a discussion on the	3.1 Discuss the appropriateness of the suggested teaching	<b>40 mins</b>

<p><b>assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for</li> </ul> </li> </ul>	<p>appropriateness of the suggested teaching and learning activities in the course manuals to be used in teaching lesson 11 of each of the courses.</p> <p><b>EXAMPLES:</b>  <u>Differentiated planning and learning in EG &amp;UP: <i>Using pyramid discussion and participatory feedback to assist student teachers to discuss the need for teachers to plan and prepare for learning activities in inclusive, multi-grade, and developmentally appropriate early grade.</i></u></p> <p><u>Multi Media Development and use for UP:</u>  <i>Use of jigsaw with cross grouping to enable student teachers to work in groups to use handheld technology</i>  <u>Differentiated Learning and Multi-Media for JHS</u>  <i>Assigning student teachers into groups and facilitating group discussions and presentations.</i></p> <p>3.2 Ask tutors to note down areas of the teaching and learning activities that they may need further clarification and how they may be addressed.</p> <p>3.3 Brainstorm with tutors to come up with some creative approaches and their related core competencies likely to</p>	<p>and learning activities in the course manuals to be used in teaching lesson 11 of each of the courses.</p> <p><b>EXAMPLES:</b>  <u>Differentiated planning and learning in EG &amp;UP: <i>Using pyramid discussion and participatory feedback to assist student teachers to discuss the need for teachers to plan and prepare for learning activities in inclusive, multi-grade, and developmentally appropriate early grade.</i></u>  <u>Multi-Media Development and use for UP:</u>  <i>Use of jigsaw with cross grouping to enable student teachers to work in groups to use handheld technology</i>  <u>Differentiated Learning and Multi-Media for JHS</u>  <i>Assigning student teachers into groups and facilitating group discussions and presentations.</i></p> <p>3.2 Note down areas of the teaching and learning activities that they may need further clarification and how they may be addressed.</p> <p>3.3 Brainstorm on some creative approaches and their related core competencies which are likely to be</p>	
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<p>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>Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>be inculcated in student students and which can be extended to basic school learners through STS activities.</p> <p><b>Example:</b>  <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>3.4 Ask tutors to brainstorm on how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated in the teaching and learning activities suggested in the course manuals.  <i>E.g., 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 for 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 and to identify how lesson 11 links to the existing PD Themes, YouTube etc. and discuss how they could be used.</p>	<p>inculcated in student teachers and which can be extended to basic school learners through STS activities.</p> <p><b>Example:</b>  <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>3.4 Brainstorm on how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated in the teaching and learning activities suggested in the course manuals.  <i>E.g., 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 for group work.</i>  <i>Ensuring collaboration through group work, critical thinking and communication through discussions and presentations, etc.</i></p> <p>3.5 Be in pairs, and identify how lesson 11 links to the existing PD Themes, YouTube etc. and discuss how they could be used.</p>	
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	<p><i>E.g., 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>3.7 Using Pair- Share, ask tutors to share continuous assessment opportunities in the course manuals for lesson 11 which they are currently employing and how they meet the NTEAP demands. <i>(Subject Projects and Subject Portfolio)</i></p> <p>3.8 Ask a tutor to model a presentation of an activity in lesson 11 <i>(e.g., managing an inclusive upper primary classroom)</i> using power point and taking into consideration GESI issues <i>(e.g., Both genders taking the leading roles in their groups)</i> NTS 1a, b, 2b, e, 3b, c,</p>	<p><i>E.g., 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>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 an activity in lesson 11 <i>(e.g., managing an inclusive upper primary classroom)</i> using power point and taking into consideration GESI issues <i>(e.g., Both genders taking the leading roles in their groups)</i> NTS 1a, b, 2b, e, 3b, c,</p>	
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	3.9 Admonish tutors to read Lesson 11 in their respective course manuals and consider the discussion on the PD session to plan for lesson 11.	3.9 Remember to read Lesson 11 in your respective course manuals and consider the discussion on the PD session to plan for lesson 11.	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to individually share their views on the key issues discussed in the session.</p> <p>4.2 Encourage tutors to identify any outstanding issues relating to lesson 11 of each course to be addressed later.</p> <p>4.3 Encourage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.</p>	<p>4.1 Share your views on the key issues discussed in this session.</p> <p>4.2 Identify any outstanding issues relating to lesson 11 of each course 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.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 12

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

**Name of Subject/s:**  
*Differentiated Planning and Learning for Early Grade; Differentiated Planning and Learning for Upper Primary; Multimedia and Use for Upper Primary; Differentiated Learning and Multimedia for JHS*

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including</li> </ul>	<p>1.1 Use concept cartoons to recap the previous PD session (11) 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.</p> <p>1.3 Ask tutors to reflect through discussions</p>	<p>1.1 With the aid of concept cartoons, show some of the issues discussed in the previous PD session (11) 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.</p> <p>1.3 Reflect through discussion the lessons</p>	<b>20 mins</b>

<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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>the lessons observed by a colleague on the application of the previous PD session (11) in the classroom.</p> <p>1.4 Put tutors into course specific groups for them to read through the introductory section of the course manuals and encourage them to read up to learning outcomes and their corresponding indicators for discussion. (<i>E.g., how are the LOs of differentiated planning and learning; multi-media development and use; and differentiated learning and multi-media appropriately relate to their corresponding LIs?</i>)</p> <p>1.5 Ask tutors to discuss the important/distinctive aspects of the lesson in their course specific groups and share with the larger group <i>EXAMPLE (distinctive features)</i></p> <ul style="list-style-type: none"> <li>• <u>Differentiated Planning and Learning in Early Grade and Primary: Scheme of Work; Individual learning Plans (ILP); Peer Assessment</u></li> <li>• <u>Multi-media Development and use for Primary: Learning Resources</u></li> </ul>	<p>observed by a colleague on the application of the previous PD session (11) in the classroom.</p> <p>1.4 Put yourselves into course specific groups and read through the introductory section of the course manuals up to learning outcomes and their corresponding indicators for discussion.</p> <p>1.5 In your respective course groups discuss and share the important/distinctive aspects of the lesson.</p>	
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	<p><i>Appropriate for primary school classroom</i></p> <ul style="list-style-type: none"> <li>• <i><u>Differentiated Learning and Multi-Media: Scheme of Work; Instructional Strategies in planning</u></i></li> </ul>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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 course specific group (<i>Differentiated planning and learning in EG and UP; multi-media development and use (UG); and differentiated learning and multi-media (JHS)</i>) to read through lesson 12 and note down new learning that is likely to occur from the course manuals</p> <p><b>Example (New Learning)</b></p> <ul style="list-style-type: none"> <li>• <i><u>Differentiated Planning and Learning in Early Grade and Primary: Meaning of Scheme of Work and Individual learning Plans; planning a Scheme of Work and Individual Learning Plans</u></i></li> <li>• <i><u>Multi-media Development and use for Primary: Types of Learning Resources for an inclusive upper primary school classroom; Appropriate ways of storing learning resources; Conducting a SEN</u></i></li> </ul>	2.1 In your course specific groups, read through lesson 12 and note down the new learning that is likely to occur from the course manuals.	<b>15 mins</b>

	<p><i>and GESI audit of learning resources</i></p> <ul style="list-style-type: none"> <li>• <i><u>Differentiated Learning and Multi-Media: Scheme of work, components of a learning plan, factors to consider in planning learning.</u></i></li> </ul> <p>2.2 Ask each course specific 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 identify some potential barriers to learning for the student teachers and the way forward. <b><i>(Potential Barriers for Student Teachers</i></b></p> <ul style="list-style-type: none"> <li>• <i>Large class size affecting,</i></li> <li>• <i>Unstable Internet connectivity</i></li> <li>• <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></li> </ul> <p>2.4 Ask groups to identify and discuss how the pedagogies introduced in lesson 12 could be explored <b><i>(New Pedagogy</i></b> <i>Use of e-Learning tools and resources; Talk for learning (concept cartoons, pyramid</i></p>	<p>2.2 Each group should share your views on the new learning you have noted with the whole group for discussion.</p> <p>2.3 Ask each group to identify some potential barriers to learning for the student teachers and the way forward. <b><i>(Potential Barriers for Student Teachers</i></b></p> <ul style="list-style-type: none"> <li>• <i>Large class size affecting,</i></li> <li>• <i>Unstable Internet connectivity</i></li> <li>• <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></li> </ul> <p>2.4 Ask groups to identify and discuss how the pedagogies introduced in lesson 12 could be explored <b><i>(New Pedagogy</i></b> <i>Use of e-Learning tools and resources; Talk for Learning; seminars.)</i></p>	
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	<i>discussion, seminars, Question and Answer, ETC.)</i>		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to</li> </ul>	<p>3.1 Allow tutors to remain in their course specific groups to read and discuss the teaching and learning activities for Lesson 12 from their course manuals.</p> <p>Example: <u><i>Differentiated Planning and Learning in Early Grade and Primary:</i></u> <i>Guide student teachers to work in pairs to present prepared schemes of work and learning plans to peers in 15 minutes slots.</i></p> <ul style="list-style-type: none"> <li>• <u><i>Multi-media Development and use for Primary:</i></u> <i>Use mixed gender and mixed attainment small groups to enable student teachers discuss the appropriate ways of storing various types of learning resources suitable for inclusive upper primary classroom.</i></li> </ul> <p><u><i>Differentiated Learning and Multi-Media:</i></u> <i>Group discussions and student-led demonstrations on how to apply the various instructional strategies in planning learning.</i></p> <p>3.2 Ask the groups to share their views on areas of the teaching and learning activities that need further clarification and how may be addressed.</p>	<p>3.1 While in your course specific groups, read and discuss the teaching and learning activities for Lesson 12 from the course specific manuals.</p> <p>Example: <u><i>Differentiated Planning and Learning in Early Grade and Primary:</i></u> <i>Guide student teachers to work in pairs to present prepared schemes of work and learning plans to peers in 15 minutes slots.</i></p> <ul style="list-style-type: none"> <li>• <u><i>Multi-media Development and use for Primary:</i></u> <i>Use mixed gender and mixed attainment small groups to enable student teachers discuss the appropriate ways of storing various types of learning resources suitable for inclusive upper primary classroom.</i></li> </ul> <p><u><i>Differentiated Learning and Multi-Media:</i></u> <i>Group discussions and student-led demonstrations on how to apply the various instructional strategies in planning learning.</i></p> <p>3.2 In your groups, share your views on areas of the teaching and learning activities that need further clarification and suggest ways to address them.</p>	<b>40 mins</b>

<p>support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<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 and which can be extended to the basic school learners through STS activities.</p> <p><i>Example:</i>  <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>3.4 Ask tutors to brainstorm on how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated in the teaching and learning activities</p> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• <i>ICT by utilising short videos from YouTube, preparation and presentation of power point slides;</i></li> <li>• <i>21<sup>st</sup> century skills through collaboration and communication during group presentations;</i></li> <li>• <i>GESI through fair distribution of teaching and learning</i></li> </ul>	<p>3.4 Brainstorm and come up with some creative approaches and their related core competencies likely to be inculcated in student teachers and which can be extended to the basic school learners through STS activities.</p> <p><i>Example:</i>  <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>3.4 Brainstorm on how GESI, ICT, and 21<sup>st</sup> Century skills could be integrated in the teaching and learning activities.</p> <p><i>Example</i></p> <ul style="list-style-type: none"> <li>• <i>ICT by utilising short videos from YouTube, preparation and presentation of power point slides;</i></li> <li>• <i>21<sup>st</sup> century skills through collaboration and communication during group presentations;</i></li> <li>• <i>GESI through fair distribution of teaching and learning</i></li> </ul>	
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	<p><i>opportunities in and out of classroom, and ensuring that graphics in ICT material are GESI friendly; SEN, inclusivity, and diversity making student teachers acknowledge the individual differences in the classroom, especially mainstream colleges of education.</i></p> <p>3.5 In pairs ask tutors to identify links to the existing PD Themes, YouTube links and discuss how they could be used.</p> <p><i>E.g., Talk for Learning – concept cartoons (Theme 3); Group Work- mixed gender and ability groups (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>3.7 Using Pair- Share, ask tutors to dialogue in pairs and share with colleagues the continuous assessment opportunities in the</p>	<p><i>opportunities in and out of classroom, and ensuring that graphics in ICT material are GESI friendly; SEN, inclusivity, and diversity making student teachers acknowledge the individual differences in the classroom, especially mainstream colleges of education.</i></p> <p>3.5 In pairs identify links to the existing PD Themes, YouTube links and discuss how they could be used.</p> <p><i>E.g., Talk for Learning – concept cartoons (Theme 3); Group Work- mixed gender and ability groups (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>3.7 Turn to your elbow partner, dialogue and share with colleagues the continuous assessment opportunities in the</p>	
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	<p>course manuals for lesson 11 which they are currently employing and how they meet the NTEAP demands. <i>(Subject Projects and Subject Portfolio)</i></p> <p>3.8 Ask a tutor/tutors to model a presentation of an activity (e.g., <i>Using appropriate teaching and learning materials (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms</i>) using power point and taking into consideration GESI issues (e.g., Both genders taking the leading roles in their groups) NTS 1a, b, 2b, e, 3b, c,</p> <p>3.9 Admonish tutors to read Lesson 12 in their respective course manuals and consider the discussion on the PD session to plan for lesson 12.</p>	<p>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 an activity (e.g., <i>Using appropriate teaching and learning materials (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms</i>) power point and taking into consideration GESI issues (e.g., Both genders taking the leading roles in their groups) NTS 1a, b, 2b, e, 3b, c,</p> <p>3.9 Remember to read Lesson 12 in your respective course manuals and consider the discussion on the PD session to plan for lesson 12.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> </ul>	<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>4.1 Individually share your views on the key issues discussed during the session.</p> <p>4.2 Identify any outstanding issues relating to the lessons to be addressed.</p>	<p><b>15 mins</b></p>

<ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.3 Encourage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.</p> <p>4.4 Use discussions to facilitate tutors' reflection on the semester's PD sessions and make comments to improve the process.</p>	<p>4.3 Identify a critical friend to observe their lessons and report on it at the next PD session.</p> <p>4.4 Reflect on the semester's PD sessions and make comments to improve the process</p>	
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## **SPECIAL EDUCATION NEEDS (SEN)**

## SPECIAL EDUCATION NEEDS (SEN)

**Age Levels/s:** JHS (2 COURSES: 6 CREDITS)

**Name of Subject/s:**

1. LAWS AND POLICIES IN SPECIAL NEEDS EDUCATION (SEN)
2. COMMUNICATION MODES FOR LEARNERS WITH SPECIAL NEEDS (SEN)

### Tutor PD Session for Lesson 1 in the Course Manual

**Lesson Title: Lesson 1:**

*A: International Policies on Disability*

*B: Teaching Communication Modes*

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><b>1(a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the</li> </ul>	<p>1.0 Begin the lesson with an Ice breaker-</p> <p>- Welcome Tutors</p> <p>-Introduction: Ask Tutors to read the introductory portions of the course manual/s, and discuss the course expectations and course assessment components (See Appendix 2).</p>	<p>Tutors read the introductory portions of the course manual/s, and discuss the course expectations and course assessment components (See Appendix 2).</p>	<b>20 mins</b>

<p>PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.</p> <ul style="list-style-type: none"> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• 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.</li> </ul> <p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the</li> </ul>	<p>1.1 Ask Tutors to read from the Course Manual and discuss the purpose of the JHS specialism.</p> <p><b>For example:</b></p> <p>i. <b>Laws and Policies in Special Needs:</b> The purpose is to expose Tutors to knowledge about International Policies on Special Educational Needs (SEN), Core values and ethics in Special Education which will enable them to guarantee and protect the rights of children with SEN as well as promote gender related issues</p> <p>ii. <b>Communication Modes for Learners with Special Educational Needs (SEN):</b> To expose Tutors to causes of and classroom implications of communication disorders in schools, and ways of managing learners with these disorders</p> <p>1.2 Ask Tutors to read and discuss the overview of subject to be covered in the PD sessions.</p> <p><b>Note:</b> Tutors to note that this course is for JHS specialism.</p> <p>1.3 Ask tutors to read the course manual and discuss the course learning outcomes and indicators and how they align</p>	<p>1.1 Read and discuss the purpose of the JHS specialism</p> <p>1.2 Read the course manual and in small groups, note down and discuss the subject/s age level/s to be covered in the PD sessions</p> <p><b>Note:</b> Note that this course is for JHS specialism.</p> <p>1.3 Read the course manual and discuss the course learning outcomes and indicators and how they align.</p>	
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<p>lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <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 discuss the assessment components to be undertaken in each subject during the semester (Reference to NTEAP)</p> <p>1.5. Review prior learning by asking tutors to share their experiences and lessons learned from the PD sessions (Year 1 Semester 2)</p> <p>1.6 Ask tutors to read individually from the Course Manual and in small groups, discuss the learning outcomes and indicators.</p> <p>1.7 Ask tutors to read the overview of content and identify any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions</p> <p><b>Note:</b> Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>For example: I. Communication Modes: -what are the communication options available? - Are parents able to communicate effectively with their children who have</p>	<p>1.4 Discuss the assessment components to be undertaken in each subject during the semester (Reference to NTEAP)</p> <p>1.5. Share your experiences and lessons learned from the PD sessions for Year 1 Semester 2</p> <p>1.6. Read individually from the Course Manual and in small groups, discuss the learning outcomes and indicators.</p> <p>1.7 Read the overview of content and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions</p> <p><b>Note:</b> Identify areas where you might require clarification or redress</p> <p>Think through and plan for your teaching as you go through this PD session</p>	
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	<p>communication problems?</p> <p>ii. Laws and Policies:          -How knowledgeable are key stakeholders (e.g., parents, caregivers, members of the learner’s immediate environment) about laws and policies on disability in Ghana and internationally?          -To what extent are these laws/policies being enforced?          Are learners with disabilities aware of their rights under the law?</p> <ul style="list-style-type: none"> <li>- Are there any advocacy groups that can support learners with disabilities?</li> </ul> <p>Ask tutors to think through and plan for their teaching as they go through this PD session</p>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;(Solution: maximize the use of small/mixed ability/mixed gender groupings)</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson for discussion</p> <p><b>Note:</b> Discuss what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;(Solution: maximize the use of small/mixed ability/mixed gender groupings)</li> <li>• Poor Internet connectivity (lobby</li> </ul>	<p><b>15 mins</b></p>

<p>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>	<ul style="list-style-type: none"> <li>• Poor Internet connectivity (Solution: lobby government/local authorities/civil society organisations/NGOs/ICT -Network companies for support to improve network connectivity);</li> <li>• Misconceptions about causes of communication disorders (Solution: Intensify public education on causes of disabilities including communication disorders);</li> <li>• Ignorance of specific laws and policies on disability; e.g., Persons with Disability Law, 2006 (Act 715); Inclusive Education Policy (Solution: Intensify public education on the laws and policies available)</li> <li>• Ignorance about the rights of persons with disabilities (Solution: Educate persons with disabilities and their caregivers about their rights)</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) -(Write proposals to NGOs etc for support to develop materials. Also, encourage persons with disabilities themselves to make low-cost materials from local</li> </ul>	<p>government/local authorities/civil society organisations/NGOs/ICT -Network companies for support to improve network connectivity);</p> <ul style="list-style-type: none"> <li>• Misconceptions about causes of communication disorders (Intensify public education on causes of disabilities including communication disorders);</li> <li>• Ignorance of specific laws and policies on disability; e.g., Persons with Disability Law, 2006 (Act 715); Inclusive Education Policy (Intensify public education on the laws and policies available)</li> <li>• Ignorance about the rights of persons with disabilities (Educate persons with disabilities and their caregivers about their rights)</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) -(Write proposals to NGOs etc for support to develop materials. Also, encourage persons with disabilities themselves to make low-cost materials from local materials e.g., cardboards etc).</li> </ul>	
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	<p>materials e.g., cardboards etc).</p>	<ul style="list-style-type: none"> <li>• Large class sizes;(Solution: maximize the use of small/mixed ability/mixed gender groupings)</li> <li>• Poor Internet connectivity (lobby government/local authorities/civil society organisations/NGOs/ICT-Network companies for support to improve network connectivity);</li> <li>• Misconceptions about causes of communication disorders (Intensify public education on causes of disabilities including communication disorders);</li> <li>• Ignorance of specific laws and policies on disability; e.g., Persons with Disability Law, 2006 (Act 715); Inclusive Education Policy (Intensify public education on the laws and policies available)</li> <li>• Ignorance about the rights of persons with disabilities (Educate persons with disabilities and their caregivers about their rights)</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) -(Write proposals to NGOs etc for support to develop</li> </ul>	
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	<p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about laws and policies in Ghana such as: the Persons with Disability Law (Act 715)</li> <li>• Tutors learn about the causes and management of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Inclusive Education Policy</li> <li>• Communication disorders</li> <li>• International Laws and conventions</li> <li>• Conventions on Disability</li> <li>• Rights of the Child</li> <li>• Child abuse</li> </ul>	<p>materials. Also, encourage persons with disabilities themselves to make low-cost materials from local materials e.g., cardboards etc).</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• You acquire knowledge about laws and policies in Ghana such as: the Persons with Disability Law (Act 715)</li> <li>• You learn about the causes and management of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Inclusive Education Policy</li> <li>• Communication disorders</li> <li>• International Laws and conventions</li> <li>• Conventions on Disability</li> <li>• Rights of the Child</li> <li>• Child abuse</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make</li> </ul>	<p>3.1 Read and discuss teaching and learning activities in the course</p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make</li> </ul>	

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Links to the existing PD Themes, for example, action research, questioning and to other external reference</li> </ul> </li> </ul>	<p>presentations on International Conventions on Disability, Rights of the Child and child abuse;</p> <ul style="list-style-type: none"> <li>• Tutor-led seminars and discussions on the conventions on children's rights;</li> <li>• Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</li> </ul> <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 from the Four-Year B.Ed Degree School Placement Handbook and to note and discuss opportunities for making links during STS (Reference: STS School Placement Handbook pp 7-21)</p> <p>3.4 Ask tutors to identify opportunities for integrating, GESI responsiveness, ICT and 21<sup>st</sup> C skills</p> <p><b>Note:</b> <b>GESI:</b> Tutors to note and appreciate the fact that SEN embodies GESI issues. (PROMPT-e.g., forming groups based on gender/academic ability are SEN/GESI issues).</p>	<p>presentations on International Conventions on Disability, Rights of the Child and child abuse;</p> <ul style="list-style-type: none"> <li>• Tutor-led seminars and discussions on the conventions on children's rights;</li> <li>• Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</li> </ul> <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 Four-Year BEd Degree School Placement Handbook and to note and discuss opportunities for making links during STS (Reference: STS School Placement Handbook pp 7-21)</p> <p>3.4 Identify opportunities for integrating GESI responsiveness, ICT and 21<sup>st</sup> C skills</p> <p><b>Note:</b> <b>GESI:</b> Note that SEN embodies GESI (PROMPT-e.g., forming groups based on gender/academic ability are SEN/GESI issues).</p>	
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<p>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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Use of smart phones to surf for information online (E.g., Provide links to YouTube videos of lessons involving learners with communication disorders <a href="https://www.youtube.com/watch?v=PKegRIHFqH4">https://www.youtube.com/watch?v=PKegRIHFqH4</a></li> <li>● Use of smart phones to download information from YouTube</li> <li>● Use of PowerPoint for group presentations</li> <li>● Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remind Tutors of subject projects.</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><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Use of smart phones to surf for information online (E.g., Provide links to YouTube videos of lessons involving learners with communication disorders <a href="https://www.youtube.com/watch?v=PKegRIHFqH4">https://www.youtube.com/watch?v=PKegRIHFqH4</a></li> <li>● Use of smart phones to download information from YouTube</li> <li>● Use of PowerPoint for group presentations</li> <li>● Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Tutors are reminded of subject projects.</p> <p>3.6 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>	
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	<p><b>Example of Subject Project:</b></p> <ul style="list-style-type: none"> <li>• Design an interview protocol to assess the knowledge of classroom teachers on their knowledge of the Disability law/ Inclusive Education Policy in Ghana. Student teachers write a 3- page report of their findings and store in their portfolio.</li> <li>• Create a 6-point checklist to identify a learner with a communication disorder (e.g., stuttering). Write a 2 page report on the nature of the disorder, how you identified the learner and possible ways of managing this learner in class.</li> </ul> <p>Example of subject Portfolio activity:  <i>Conduct Quizzes, Assignments and group presentations</i>  <i>b. Video record classroom interactions involving a learner with a communication disorder (e.g., stuttering) and classmates/tutor. Focus on the nature of interactions, how they are turn-taking; being tolerant with the learner with SEN; Allowing the learner to express her/himself freely. Discuss and prepare to assist the student teacher to write a 350-word report on group</i></p>	<p><b>Example of Subject Project:</b></p> <ul style="list-style-type: none"> <li>• Design an interview protocol to assess the knowledge of classroom teachers on their knowledge of the Disability law/ Inclusive Education Policy in Ghana. Student teachers write a 3- page report of their findings and store in their portfolio.</li> <li>• Create a 6-point checklist to identify a learner with a communication disorder (e.g., stuttering). Write a 2 page report on the nature of the disorder, how you identified the learner and possible ways of managing this learner in class.</li> </ul> <p>Example of subject Portfolio activity:  <i>Conduct Quizzes, Assignments and group presentations</i>  <i>b. Video record classroom interactions involving a learner with a communication disorder (e.g., stuttering) and classmates/tutor. Focus on the nature of interactions, how they are turn-taking; being tolerant with the learner with SEN; Allowing the learner to express her/himself freely. Discuss and help the student teacher to write a 350-word report on group</i></p>
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	<p><i>conversions. File their report in the portfolio.</i></p> <p><b>c.</b> <i>Interview student teacher during STS on their challenges in teaching a learner with a communication disorder. Let tutors share their perspectives in groups and assist student teachers to write a 150-word report for their portfolio</i></p> <p><b>d.</b> <i>discuss (in groups, and whole class, using power-points as applicable) your knowledge about laws and policies on Special Needs, both at the National and International Space</i></p> <p><b>e.</b> <i>Let tutors check student teacher's file/reports for their subject portfolios Student teacher presents a comprehensive report on their findings</i></p> <p><b>3.7 Resources:</b>  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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> </ul>	<p><i>conversions. File the report in their portfolio.</i></p> <p><b>c.</b> <i>Interview the student teacher during STS on their challenges in teaching a learner with a communication disorder. Share the student teachers' perspectives in groups and assist the student teacher to write a 150-word report for their portfolio</i></p> <p><b>d.</b> <i>discuss (in groups, and whole class, using power-points as applicable) your knowledge about laws and policies on Special Needs, both at the National and International Space</i></p> <p><b>e.</b> <i>Assess student teacher's file/reports in their subject portfolios Student teacher presents a comprehensive report on their findings</i></p> <p><b>3.7 Resources:</b>  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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Guide tutors to assist student teachers on how to prepare and use PowerPoint for their presentations;</li> <li>• Tutors develop TLMs/ other resources needed to support learning</li> </ul> <p>3.8 Ask tutors to prepare a plan for the next lesson.</p>	<ul style="list-style-type: none"> <li>• Assist student teachers to prepare and use PowerPoint for their presentations</li> <li>• Assist student teachers to develop TLMs/ other resources needed to support learning</li> </ul> <p>3.8 Prepare a plan for the next lesson.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe lessons and report 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 critical friends 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>	<b>15 mins</b>

## Tutor PD Session for Lesson 2 in the Course Manual

**Lesson Title:**

*A: International Policies on Disability*

*B: Teaching Communication Disorders*

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><b>1 Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a Tutor to share his/her experiences/lessons learned from the previous PD session (PD Session 1). Ask the tutors to discuss these experiences in small mixed sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 2 and how they align.</p>	<p>1.1 Share your experiences/lessons learned from the previous PD session (PD Session 1). Discuss these experiences in small mixed sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 2 and how they align.</p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p>1.3 Ask tutors to read the overview of content and identify any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions</p> <p>1.4. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1b.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Read the overview of content and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions</p> <p>1.4. Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1b.5 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to</li> </ul>	<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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>Large class sizes;</li> <li>Poor Internet connectivity;</li> <li>Misconceptions about causes of communication disorders;</li> <li>Ignorance of specific international policies on disability; e.g. The Individuals with Disabilities</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>Large class sizes;</li> <li>Poor Internet connectivity;</li> <li>Misconceptions about causes of communication disorders;</li> <li>Ignorance of specific international policies on disability; e.g. The Individuals with Disabilities</li> </ul>	<p><b>15 mins</b></p>

<p>introduce and explain the issues/s with tutors</p>	<p>Improvement Act of 2004; Convention on the Rights of Persons with Disabilities (CRPD)</p> <ul style="list-style-type: none"> <li>• Ignorance about the rights of persons with disabilities</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about International Policies on Disability</li> <li>• Tutors learn about the causes, types and management of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Disabilities</li> <li>• Communication disorders</li> <li>• International Laws and conventions</li> <li>• Conventions on Disability</li> <li>• Rights of the Child</li> </ul>	<p>Improvement Act of 2004; Convention on the Rights of Persons with Disabilities (CRPD)</p> <ul style="list-style-type: none"> <li>• Ignorance about the rights of persons with disabilities</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about International Policies on Disability</li> <li>• Learn about the causes, types and management of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Disabilities</li> <li>• Communication disorders</li> <li>• International Laws and conventions</li> <li>• Conventions on Disability</li> <li>• Rights of the Child</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make</li> </ul>	<p><b>40 mins</b></p>

<p>and learning activities</p> <ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external</li> </ul> </li> </ul>	<p>presentations on International Policies on Disability, Rights of the Child and child abuse;</p> <ul style="list-style-type: none"> <li>• Tutor-led seminars and discussions on policies on children's rights;</li> <li>• Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</li> <li>• Watch YouTube videos on Teachers teaching a class with a learner with a Communication Disorder. Having a group discussion on the management techniques.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness, ICT and 21<sup>st</sup> C skills</p>	<p>presentations on International Policies on Disability, Rights of the Child and child abuse;</p> <ul style="list-style-type: none"> <li>• Tutor-led seminars and discussions on policies on children's rights;</li> <li>• Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</li> <li>• Watch YouTube videos on Teachers teaching a class with a learner with a Communication Disorder. Having a group discussion on the management techniques.</li> </ul> <p>3.2. Read and note areas where you may require clarification for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note for discussion opportunities for making links with current lesson</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness, ICT and 21<sup>st</sup> C skills</p>	
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<p>reference materials: 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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Use of smart phones to surf for information online</li> <li>● Use of smart phones to download information from YouTube</li> <li>● Use of PowerPoint for group presentations</li> <li>● Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org/international-laws">https://dref.org/international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remind Tutors of subject projects.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios.</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external reference materials:</p>	<p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Use of smart phones to surf for information online</li> <li>● Use of smart phones to download information from YouTube</li> <li>● Use of PowerPoint for group presentations</li> <li>● Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org/international-laws">https://dref.org/international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remember to give subject projects to assess student teachers.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Assist your student teachers to write short reports on group presentations for safe keeping in their portfolios for assessment.</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external reference materials:</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> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> <li>• Guide tutors on how to prepare and use PowerPoint for their presentations</li> <li>• Tutors develop TLMs/ other resources needed to support teaching/learning</li> </ul> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<p>literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> <li>• Learn how to prepare and use PowerPoint for your presentations</li> <li>• Develop TLMs/ other resources needed to support teaching/learning</li> </ul> <p>3.7 Prepare a plan for the next lesson.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe lessons and report 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 critical friends 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>	<b>15 mins</b>

## Tutor PD Session for Lesson 2 in the Course Manual

### Lesson Title: Lesson 3:

*A: The 1992 Constitution and the Children’s Act 1998*

*B: Teaching Characteristics of Communication and Speech Disorders*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a Tutor to share his/her experiences/lessons learned from the previous PD session (PD Session 2). Ask the tutors to discuss these experiences in small and mixed ability/sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 2 and how they align.</p>	<p>1.1 Share your experiences/lessons learned from the previous PD session (PD Session 2). Discuss these experiences in small and mixed ability/ sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 2 and how they align.</p>	<p><b>20 mins</b></p>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p>1.3 Ask tutors to read the overview of content and identify any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions</p> <p>1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Read the overview of content and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions</p> <p>1.4 Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to</li> </ul>	<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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>Large class sizes;</li> <li>Poor Internet connectivity;</li> <li>Misconceptions about communication disorders;</li> <li>Inadequate knowledge on aspects of the 1992 constitution that address disability issues and equal rights to</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>Large class sizes;</li> <li>Poor Internet connectivity;</li> <li>Misconceptions about communication disorders;</li> <li>Inadequate knowledge on aspects of the 1992 constitution that address disability issues and equal rights</li> </ul>	<p><b>15 mins</b></p>

<p>introduce and explain the issues/s with tutors</p>	<p>education; and the Children’s Act 1998</p> <ul style="list-style-type: none"> <li>• Ignorance about the rights of persons with disabilities</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about the 1992 constitution and the Children’s Act 1998</li> <li>• Tutors learn about the characteristics of children and infants with communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Communication disorders</li> <li>• 1992 Constitution</li> <li>• Children’s Act 1998</li> <li>• Rights of the Child</li> </ul>	<p>to education; and the Children’s Act 1998</p> <ul style="list-style-type: none"> <li>• Ignorance about the rights of persons with disabilities</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about the 1992 constitution and the Children’s Act 1998</li> <li>• Learn about the characteristics of children and infants with communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Communication disorders</li> <li>• 1992 Constitution</li> <li>• Children’s Act 1998</li> <li>• Rights of the Child</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on 1992 Constitution and the Children’s Act 1998</li> <li>• Tutor-led seminars and discussions on policies on children's rights</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on 1992 Constitution and the Children’s Act 1998</li> <li>• Tutor-led seminars and discussions on</li> </ul>	<p><b>40 mins</b></p>

<p>require clarification</p> <ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</li> <li>• Downloading and viewing YouTube videos on learners with communication disorders.</li> <li>• Tutors form small mixed ability and mixed sex groups to discuss the characteristics of communication disorders.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Tutors use smart phones to surf for information online (YouTube) and download them.</li> </ul>	<p>policies on children's rights;</p> <ul style="list-style-type: none"> <li>• Use of communication games, puzzles and videos to explain the meaning and types of communication disorders</li> <li>• Downloading and viewing YouTube videos on learners with communication disorders.</li> <li>• Form small mixed ability and mixed sex groups to discuss the characteristics of communication disorders.</li> </ul> <p>3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note opportunities for making links with current lesson, for discussion</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use smart phones to surf for information online (YouTube) and download them.</li> </ul>	
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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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Tutors prepare PowerPoint slides for group presentations</li> <li>● Tutors to form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Some useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remind Tutors of subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Ask tutors to assist the student teacher to write a short report on group presentations for safe keeping in their portfolios.</i></p> <p><b>3.6 Resources:</b> Ask Tutors 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</p>	<ul style="list-style-type: none"> <li>● Prepare PowerPoint slides for group presentations</li> <li>● Form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Some useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remember to give your student teachers subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Assist the student teacher to write a short report on group presentations for safe keeping in their portfolios.</i></p> <p><b>3.6 Resources:</b> 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</p>	
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	<p>used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7. Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs.</p>	<p>be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Think about a plan for the next lesson and, share same in pairs.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe their lessons and report at the 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>4.1 Identify critical friends to observe their lessons and report at the next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 4 in the Course Manual

### Lesson Title:

*A: National Policies on Disability*

*B: Teaching Causes of Communication Disorders*

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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a critical friend who observed the previous PD Session (PD Session 3) to share his/her observations of the lesson.</p> <p>1.2 Ask Tutors to share their experiences/lessons learned from the previous PD session (PD Session 3). Ask the tutors to discuss their experiences in small and mixed ability/sex groups.</p>	<p>1.1 A critical friend who observed the previous PD Session (PD Session 3) shares their observations of the lesson.</p> <p>1.2 Share your experiences/lessons learned from the previous PD session (PD Session 3). Discuss your experiences in small and mixed ability/sex groups.</p>	<b>20 mins</b>

<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>1.3 Ask tutors to read the relevant introductory sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 4.</p> <p>1.4 Ask tutors to read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Ask Tutors to write down their observations for small group discussions later</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 plan for their teaching as they go through the PD session</p>	<p>1.3 Read the relevant introductory sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 4.</p> <p>1.4 Read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions later</p> <p>1.5. Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> </ul>	<p><b>15 mins</b></p>

<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>	<ul style="list-style-type: none"> <li>• Causes of communication disorders;</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> <li>• Inadequate knowledge on National Policies on Disabilities</li> <li>• Inadequate knowledge about the rights of persons with disabilities</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about National Policies on Disabilities</li> <li>• Tutors learn about the causes of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Communication disorders</li> <li>• National Policies on Disabilities</li> <li>• Rights of individuals with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of communication disorders</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> <li>• Inadequate knowledge on National Policies on Disabilities</li> <li>• Inadequate knowledge about the rights of persons with disabilities</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about National Policies on Disabilities</li> <li>• Learn about the causes of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Communication disorders</li> <li>• National Policies on Disabilities</li> <li>• Rights of individuals with disabilities</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make</li> </ul>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources,</li> </ul> </li> </ul>	<p>presentations on National Policies on disabilities. E.g, 1961 Education Act, Education Act 2008.</p> <ul style="list-style-type: none"> <li>• Use of communication games, puzzles and videos to explain the causes of communication disorders</li> <li>• Downloading and viewing YouTube videos on learners with communication disorders.</li> <li>• Tutors form small mixed ability and mixed sex groups to discuss the causes of communication disorders.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p>	<p>presentations on National Policies on disabilities. E.g, 1961 Education Act, Education Act 2008.</p> <ul style="list-style-type: none"> <li>• Use of communication games, puzzles and videos to explain the causes of communication disorders</li> <li>• Downloading and viewing YouTube videos on learners with communication disorders.</li> <li>• Form small mixed ability and mixed sex groups to discuss the causes of communication disorders.</li> </ul> <p>3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note opportunities for making links with current lesson, for discussion</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Tutors use smart phones to surf for information online (YouTube) and download them.</li> <li>● Tutors prepare PowerPoint slides for group presentations</li> <li>● Tutors to form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Some useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remind Tutors of subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities</p> <p><i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios.</i></p> <p><b>3.6 Resources:</b> Ask Tutors to make links to the existing PD Themes. For example, action research, questioning and to</p>	<p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Use smart phones to surf for information online (YouTube) and download them.</li> <li>● Prepare PowerPoint slides for group presentations</li> <li>● Form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Some useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remember to give your student teachers subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities</p> <p><i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios.</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external</p>	
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	<p>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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Education Strategic Plan 2003-2030 – online</li> <li>• Education Act 2008 MoE (2008)</li> <li>• Prepare PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7. Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs.</p>	<p>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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Education Strategic Plan 2003-2030 – online</li> <li>• Education Act 2008 MoE (2008)</li> <li>• Prepare PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Think about a plan for the next lesson and, share same in pairs.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe their lessons and report at the 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>4.1 Identify critical friends to observe their lessons and report at the next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 5 in the Course Manual

**Lesson Title:**

*A: National Gender and Childrens Policy and Persons with Disability Law, 2006 (Act 715)*

*B: Teaching Implications of Communication Disorders*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a critical friend who observed the previous PD Session (PD Session 4) to share his/her observations of the lesson.</p> <p>1.2 Ask Tutors to share their experiences/lessons learned from the previous PD session (PD Session 4). Ask the tutors to discuss their experiences in small and mixed ability/sex groups.</p>	<p>1.1 A critical friend who observed the previous PD Session (PD Session 4) share their observations of the lesson.</p> <p>1.2 Share your experiences/lessons learned from the previous PD session (PD Session 4). Discuss their experiences in small and mixed ability/sex groups.</p>	<p><b>20 mins</b></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 Ask tutors to read the relevant introductory sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 5.</p> <p>1.4 Ask tutors to read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Ask Tutors to write down their observations for small group discussions later</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 plan for their teaching as they go through the PD session</p>	<p>1.3 Read the relevant introductory sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 5.</p> <p>1.4 Read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions later</p> <p>1.5. Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> </ul>	<p><b>15 mins</b></p>

<p>explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<ul style="list-style-type: none"> <li>• Inadequate knowledge on National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715</li> <li>• Tutors learn about the Implications of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Implications of communication disorders</li> <li>• Persons with Disability Law (2006) Act 715</li> <li>• Rights of individuals with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate knowledge on National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715</li> <li>• Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech)</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715</li> <li>• Learn about the Implications of communication disorders</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Implications of communication disorders</li> <li>• Persons with Disability Law (2006) Act 715</li> <li>• Rights of individuals with disabilities</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on</li> </ul>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources,</li> </ul> </li> </ul>	<p>Persons with Disability Law (2006) Act 715</p> <ul style="list-style-type: none"> <li>• Guide student teachers to discuss the policy goals</li> <li>• Use of communication games, puzzles and videos to explain the implications of communication disorders</li> <li>• Downloading and viewing YouTube videos on learners with communication disorders.</li> <li>• Tutors form small mixed ability and mixed sex groups to discuss the implications of communication disorders.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Tutors use smart phones to surf for</li> </ul>	<p>Persons with Disability Law (2006) Act 715</p> <ul style="list-style-type: none"> <li>• Student teachers to discuss the policy goals</li> <li>• Use of communication games, puzzles and videos to explain the implications of communication disorders</li> <li>• Downloading and viewing YouTube videos on learners with communication disorders.</li> <li>• Form small mixed ability and mixed sex groups to discuss the implications of communication disorders.</li> </ul> <p>3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note opportunities for making links with current lesson, for discussion</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use smart phones to surf for information</li> </ul>
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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"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>information online (YouTube) and download them.</p> <ul style="list-style-type: none"> <li>● Tutors prepare PowerPoint slides for group presentations</li> <li>● Tutors to form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Some useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5 Remind Tutors of subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolio.</i></p> <p><b>3.6 Resources:</b> Ask Tutors to make links to the existing PD Themes. For example, action research, questioning and to other external reference</p>	<p>online (YouTube) and download them.</p> <ul style="list-style-type: none"> <li>● Prepare PowerPoint slides for group presentations</li> <li>● Form small/mixed gender groups for your presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p><b>Some useful links:</b> Please, read for more information on international laws from the following link: <a href="https://dref.org&gt;international-laws">https://dref.org&gt;international-laws</a>. Retrieved on 22-08-2021.</p> <p>3.5. Remember to support the student teachers to do their subject projects and give dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Ask the student teacher to write a short report on group presentations for safe keeping in their portfolio.</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external reference material:</p>	
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	<p>material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs.</p>	<p>literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Think about a plan for the next lesson and, share same in pairs.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe their lessons and report at the 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>4.1 Identify critical friends to observe your lessons and report at the next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<b>15 mins</b>

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

### Lesson Title:

*A: Regulation for Care and Protection of children without Appropriate Parental Care (1)*

*B: Teaching Introduction to Braille*

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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a critical friend who observed the previous PD Session (PD Session 5) to share his/her observations of the lesson.</p> <p>1.2 Ask Tutors to share their experiences/lessons learned from the previous PD session (PD Session 5). Ask the tutors to discuss their experiences in small and mixed ability/sex groups.</p> <p>1.3 Ask tutors to read the relevant introductory</p>	<p>1.1 A critical friend who observed the previous PD Session (PD Session 5) shares his/her observations of the lesson.</p> <p>1.2 Share your experiences/lessons learned from the previous PD session (PD Session 5). Discuss your experiences in small and mixed ability/sex groups.</p> <p>1.3 Read the relevant introductory sections</p>	<b>20 mins</b>

<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>sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 6.</p> <p>1.4 Ask tutors to read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Ask Tutors to write down their observations for small group discussions later</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 plan for their teaching as they go through the PD session</p>	<p>of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 6.</p> <p>1.4 Read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions later</p> <p>1.5. Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.6 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Lack of materials in different formats for</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Lack of materials in different formats for</li> </ul>	<p><b>15 mins</b></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>students/learners with SEN (Braille version, text-to-speech)</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about regulations for care and protection of children without appropriate parental care</li> <li>• Tutors learn about the basics of Braille</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Braille writing</li> <li>• regulations for care and protection of children without appropriate parental care</li> <li>• Rights of individuals with disabilities</li> </ul>	<p>students/learners with SEN (Braille version, text-to-speech)</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about regulations for care and protection of children without appropriate parental care</li> <li>• Learn about the basics of Braille</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Braille writing</li> <li>• regulations for care and protection of children without appropriate parental care</li> <li>• Rights of individuals with disabilities</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care</li> <li>• Introduce the lesson to student and guide them to do independent study on Regulations for Care &amp; Protection of Children without</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care</li> <li>• Do independent study on Regulations for Care &amp; Protection of Children without</li> </ul>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations,</li> </ul> </li> </ul>	<p>Appropriate Parental Care</p> <ul style="list-style-type: none"> <li>• Downloading and viewing YouTube videos on learners with visual disorders.</li> <li>• Tutors form small mixed ability and mixed sex groups to discuss the basics of braille</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Tutors use smart phones to surf for information online (YouTube) about Braille writing and download them.</li> <li>• Tutors prepare PowerPoint slides for group presentations</li> <li>• Tutors to form small/mixed gender</li> </ul>	<p>Appropriate Parental Care</p> <ul style="list-style-type: none"> <li>• Downloading and viewing YouTube videos on learners with visual disorders.</li> <li>• Form small mixed ability and mixed sex groups to discuss the basics of braille.</li> </ul> <p>3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note opportunities for making links with current lesson, for discussion</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use smart phones to surf for information online (YouTube) about Braille writing and download them.</li> <li>• Prepare PowerPoint slides for group presentations</li> <li>• Form small/mixed gender groups for their presentations to</li> </ul>	
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<p>TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</p> <p>3.5 Remind Tutors of subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines and deadlines for submission of continuous assessment scores</i></p> <p><b>3.6 Resources:</b> Ask Tutors 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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> </ul>	<p>ensure equity, inclusivity, respect for diversity, collaboration and communication</p> <p>3.5 Remind the student teachers subject project and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Ask the student teacher to write a short report on group presentations for safe keeping in their portfolios. Discuss time-lines and deadlines for submission of continuous assessment scores</i></p> <p><b>3.6 Resources:</b> 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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio visuals from YouTube</li> <li>• Samples of inventories and checklists</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs.</p>	<ul style="list-style-type: none"> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Think about a plan for the next lesson and, share same in pairs.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe their lessons and report at the 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>4.1 Identify critical friends to observe your lessons and report at the next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 7 in the Course Manual

### Lesson Title:

*A: Regulation for Care and Protection of children without Appropriate Parental Care (II)*

*B: Teaching Preliminary Braille Literacy*

<b>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.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a critical friend who observed the previous PD Session (PD Session 6) to share his/her observations of the lesson.</p> <p>1.2 Ask Tutors to share their experiences/ lessons learned from the previous PD session (PD Session 6). Ask the tutors to discuss their experiences in small and mixed ability/sex groups.</p> <p>1.3 Ask tutors to read the relevant introductory sections of the course</p>	<p>1.1 A critical friend who observed the previous PD Session (PD Session 6) shares their observations of the lesson.</p> <p>1.2 Share your experiences/lessons learned from the previous PD session (PD Session 6). Discuss their experiences in small and mixed ability/sex groups.</p> <p>1.3 Read the relevant introductory sections of the course manual and</p>	<p><b>20 mins</b></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>manual and discuss the learning outcomes, indicators and objectives for Lesson 7.</p> <p>1.4 Ask tutors to read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Ask Tutors to write down their observations for small group discussions later</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 plan for their teaching as they go through the PD session</p>	<p>discuss the learning outcomes, indicators and objectives for Lesson 7.</p> <p>1.4 Read the overview of the lesson from the course outline and identify any distinctive aspects of the lesson/s. Write down their observations for small group discussions later</p> <p>1.5 Identify areas where you might require clarification on any aspect of the lesson for redress.</p> <p>1.6 Plan for their teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set</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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Lack of materials in different formats for students/learners with</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Lack of materials in different formats for students/learners with</li> </ul>	<p><b>15 mins</b></p>

<p>out what they need to do to introduce and explain the issues/s with tutors</p>	<p>SEN (Braille version, text-to-speech)</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about regulations for care and protection of children without appropriate parental care</li> <li>• Tutors learn about Preliminary Braille Literacy</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Braille Literacy</li> <li>• regulations for care and protection of children without appropriate parental care</li> <li>• Rights of individuals with disabilities</li> </ul>	<p>SEN (Braille version, text-to-speech)</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about regulations for care and protection of children without appropriate parental care</li> <li>• Learn about Preliminary Braille Literacy</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Braille Literacy</li> <li>• regulations for care and protection of children without appropriate parental care</li> <li>• Rights of individuals with disabilities</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care.</li> <li>• Introduce the lesson to students and guide them to do independent analysis on Regulations for Care and Protection of Children</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care.</li> <li>• Do independent analysis on Regulations for Care &amp; Protection of Children</li> <li>• Downloading and viewing YouTube</li> </ul>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Downloading and viewing YouTube videos on learners with visual disorders.</li> <li>• Tutors form small mixed ability and mixed sex groups to discuss the basics of braille</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Tutors use smart phones to surf for information online (YouTube) about Braille writing and download them.</li> <li>• Tutors prepare PowerPoint slides for group presentations</li> <li>• Tutors to form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity,</li> </ul>	<p>videos on learners with visual disorders.</p> <ul style="list-style-type: none"> <li>• Form small mixed ability and mixed sex groups to discuss the basics of braille.</li> </ul> <p>3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and note opportunities for making links with current lesson, for discussion</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>Examples of ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use smart phones to surf for information online (YouTube) about Braille writing and download them.</li> <li>• Prepare PowerPoint slides for group presentations</li> <li>• Form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	
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<p>TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>collaboration and communication</p> <p>3.5 Remind Tutors of subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines and deadlines for submission of continuous assessment scores</i></p> <p><b>3.6 Resources:</b> Ask Tutors to make links to the existing PD Themes. For example, action research, questioning and to other external reference materials: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>Audio visuals from YouTube</li> <li>Regulations for Care &amp; Protection of Children without Appropriate Parental Care (document)</li> <li>Samples of inventories and checklists</li> </ul>	<p>3.5 Remind your student teachers of subject projects and dates for submission of reports.</p> <p>Examples of continuous assessment activities <i>Conduct Quizzes, Assignments and group presentations. Ask student teachers to write a short report on group presentations for safe keeping in their portfolios. Discuss time-lines and deadlines for submission of continuous assessment scores</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external reference materials: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>Audio visuals from YouTube</li> <li>Regulations for Care &amp; Protection of Children without Appropriate Parental Care (document)</li> <li>Samples of inventories and checklists</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs.</p>	<ul style="list-style-type: none"> <li>• Prepared PowerPoint slides for group presentations</li> <li>• TLRs that support learning</li> </ul> <p>3.7 Think about a plan for the next lesson and, share same in pairs.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe their lessons and report at the 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>4.1 Identify critical friends to observe your lessons and report at the next PD session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<b>15 mins</b>

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

### Lesson Title:

*A: Child And Family Welfare Policy 2014*

*B: Teaching Introduction To Braille Mathematics*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p><i>1.0 Begin lesson with an Ice Breaker</i></p> <p>1.1 Invite a Tutor to share his/her experiences/ lessons learned from the previous PD session (PD Session 7). Ask the tutors to discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 7 and how they align.</p> <p>1.3 Ask tutors to read the overview of content and</p>	<p>1.1 Share your experiences/lessons learned from the previous PD session (PD Session 7). Discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 7 and how they align.</p> <p>1.3 Read the overview of content and identify</p>	<p><b>20 mins</b></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>identify any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions</p> <p>1.4. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions</p> <p>1.4. Identify areas you might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Tutors do not have the skills to read and write in braille.</li> <li>• Inadequate knowledge on aspects of the child welfare policy of 2014 that address disability issues and equal rights to education;</li> <li>• Ignorance about the child and family welfare system:</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity</li> <li>• Tutors do not have the skills to read and write in braille</li> <li>• Inadequate knowledge on aspects of the child welfare policy of 2014 that address disability issues and equal rights to education</li> <li>• Ignorance about the child and family welfare system:</li> </ul>	<p><b>15 mins</b></p>

	<p>1.Strengthening Community Structures 2.Early intervention through social protection</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge about child and family welfare Policies on Disability</li> <li>• Tutors learn about the policy statement and rationale</li> <li>• Types of braille and brailing materials</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Rights to survival and development.</li> <li>• Family and community cohesion and harmony</li> <li>• Dot configuration</li> <li>• The abacus, braille codes, tactile materials, and concrete materials to teach mathematics skills to learners with visual impairments.</li> </ul>	<p>1.Strengthening Community Structures 2.Early intervention through social protection</p> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about child and family welfare Policies on Disability</li> <li>• Learn about the policy statement and rationale</li> <li>• Types of braille and brailing materials</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Rights to survival and development.</li> <li>• Family and community cohesion and harmony</li> <li>• Dot configuration</li> <li>• The abacus, braille codes, tactile materials, and concrete materials to teach mathematics skills to students with visual impairments.</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on child and family policy on disability.</li> <li>• Tutor discussions and other talk for learning approaches should be employed to introduce the lesson &amp; help</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on child and family policy on disability.</li> <li>• Discussions and other talk for learning approaches should be employed to introduce the lesson &amp; help</li> </ul>	<p><b>40 mins</b></p>

<p>the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power</li> </ul> </li> </ul>	<p>student teachers the key features in the policy</p> <ul style="list-style-type: none"> <li>• Practical Activity: Tutor led demonstrations on the order of brailing and how to slot the braille sheet and the order of brailing (e.g., Brailing from right to left and reading from (left to right), simple Braille mathematical notations' Students to practice, reflect and discuss the procedures involved.</li> <li>• Tutor-led seminars and discussions on child and family welfare policy</li> <li>• Setting and counting using abacus.</li> <li>• Watch YouTube videos on Teachers teaching a class with a learner with a visual impairment.</li> <li>• Having a group discussion on how to do setting and counting using the abacus.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p>	<p>student teachers the key features in the policy</p> <ul style="list-style-type: none"> <li>• Practical Activity: Tutor led demonstrations on the order of brailing and how to slot the braille sheet and the order of brailing (e.g., Brailing from right to left and reading from (left to right), simple Braille mathematical notations' Students to practice, reflect and discuss the procedures involved</li> <li>• Tutor-led seminars and discussions on child and family welfare policy</li> <li>• Setting and counting using abacus.</li> <li>• Watch YouTube videos on Teachers teaching a class with a learner with a visual impairment.</li> <li>• Having a group discussion on how to do setting and counting using the abacus.</li> </ul> <p>3.2 Read and note areas where you may require clarification for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p>	
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<p>point presentations, TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Use of smart phones to surf for information online</li> <li>Use of smart phones to download information from YouTube</li> <li>Use of PowerPoint for group presentations</li> <li>Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p>3.5 Remind Tutors of subject projects.</p> <p>Examples of continuous assessment/project activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external</p>	<p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Use of smart phones to surf for information online</li> <li>Use of smart phones to download information from YouTube</li> <li>Use of PowerPoint for group presentations</li> <li>Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p>3.5 Remind student teachers of subject projects.</p> <p>Examples of continuous assessment/project activities <i>Conduct Quizzes, Assignments and group presentations. Ask student teachers to write a short report on group presentations for safe keeping in their portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b> Make links to the existing PD Themes, for example, action research, questioning and to other external</p>	
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	<p>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>Regulations for Care &amp; Protection of Children without Appropriate Parental Care (document)</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Child and family welfare policy document of Ghana.</li> <li>• Resource persons</li> <li>• Audio-visuals from YouTube, videos, Video Tapes, Hand frames, Stylus, Perkins Braille, Braille sheets. Audio-visuals from YouTube, Samples of inventories and checklists, Samples of Individual Learning Plans Guide tutors on how to prepare and use PowerPoint for their presentations;</li> <li>• Tutors develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<p>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>Regulations for Care &amp; Protection of Children without Appropriate Parental Care (document)</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Child and family welfare policy document of Ghana.</li> <li>• Resource persons</li> <li>• Audio-visuals from YouTube, videos, Video Tapes, Hand frames, Stylus, Perkins Braille, Braille sheets. Audio-visuals from YouTube, Samples of inventories and checklists, Samples of Individual Learning Plans Guide student teachers on how to prepare and use PowerPoint for their presentations;</li> <li>• Develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Prepare a plan for the next lesson.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe lessons and report at next session.</p>	<p>4.1 Identify critical friends to observe lessons and report at next session.</p>	<p><b>15 mins</b></p>

<p>observe lessons and report at next session.</p> <ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	<p>4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification</p>	
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## Tutor PD Session for Lesson 9 in the Course Manual

### Lesson Title:

A. Child and Family Welfare Policy II

B. Teaching Introduction To Sign Language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p><i>Begin Lesson with an Ice Breaker</i></p> <p>1.1 Invite a Tutor to share his/her experiences/ lessons learned from the previous PD session (PD Session 8). Ask the tutors to discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 8 and how they align.</p> <p>1.3 Ask tutors to read the overview of content and</p>	<p>1.1 Share your experiences/lessons learned from the previous PD session (PD Session 8). Tutors discuss these experiences in small &amp; mixed ability/ sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 8 and how they align.</p> <p>1.3 Read the overview of content and identify</p>	<b>20 mins</b>

<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>identify any distinctive aspects of the lesson. Tutors to note down their observations for small group discussions</p> <p>1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>any distinctive aspects of the lesson. Note down your observations for small group discussions</p> <p>1.4 Identify areas where you might require clarification on any aspect of the lesson for redress.</p> <p>1.5 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• It might be learners first time to learn about sign language.</li> <li>• Inadequate knowledge on aspects of the child welfare policy of II that address disability issues on education and social protection</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Tutors acquire knowledge on Role of</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• It might be learners first time to learn about sign language.</li> <li>• Inadequate knowledge on aspects of the child welfare policy of II that address disability issues on education and social protection</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge on Role of Key Ministries</li> </ul>	<p><b>15 mins</b></p>

	<p>Key Ministries and other public institutions</p> <ul style="list-style-type: none"> <li>• research, advocacy, monitoring and evaluation</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Beliefs, values and practices to guide policy implementation</li> <li>• Sign language and approaches to teaching</li> <li>• E-learning software for sign language teaching (Sign Assess)</li> </ul>	<p>and other public institutions</p> <ul style="list-style-type: none"> <li>• research, advocacy, monitoring and evaluation</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Beliefs, values and practices to guide policy implementation</li> <li>• Sign language and approaches to teaching</li> <li>• E-learning software for sign language teaching (Sign Assess)</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on child and family policy on disability.</li> <li>• Introduce the lesson to students and guide them to do independent study to reflect on definitions and concepts</li> <li>• Tutor-led seminars and discussions on child and family welfare policy</li> <li>• Presentation to students on the historical overview of the Ghanaian Sign Language.</li> <li>• Watch YouTube videos on sign language teaching.</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Resource persons invited to make presentations on child and family policy on disability.</li> <li>• Introduce the lesson to student and guide them to do independent study to reflect on definitions and concepts .</li> <li>• Tutor-led seminars and discussions on child and family welfare policy</li> <li>• Presentation to students on the historical overview of the Ghanaian Sign Language.</li> </ul>	<b>40 mins</b>

<p>assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the</li> </ul>	<ul style="list-style-type: none"> <li>• Having a group discussion on the use of E-learning software for sign language teaching (Sign Assess)</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson.</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> <li>• Use of smart phones to download information from YouTube</li> <li>• Use pf PowerPoint for group presentations</li> <li>• Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Watch YouTube videos on sign language teaching.</li> <li>• . Having a group discussion on the use of E-learning software for sign language teaching (Sign Assess)</li> </ul> <p>3.2 Read and note areas where you may require clarification for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> <li>• Use of smart phones to download information from YouTube</li> <li>• Use pf PowerPoint for group presentations</li> <li>• Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	
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<p>next lesson for student teachers</p>	<p>3.5 Remind Tutors of subject projects.</p> <p><i>Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b> 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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Child and family welfare policy document 2014</li> <li>• Resource persons</li> <li>• E-learning software for sign language teaching (Sign Assess)</li> </ul> <p><a href="http://www.signlang-assessment.info/home-en.html">http://www.signlang-assessment.info/home-en.html</a></p> <ul style="list-style-type: none"> <li>• Guide tutors on how to prepare and use PowerPoint for their presentations;</li> <li>• Tutors develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<p>3.5 Remind student teachers of subject projects.</p> <p><i>Discuss time-lines/ deadlines for submission of continuous project scores</i></p> <p><b>3.6 Resources:</b> 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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• Child and family welfare policy document 2014</li> <li>• Resource persons</li> <li>• E-learning software for sign language teaching (Sign Assess)</li> </ul> <ul style="list-style-type: none"> <li>• Guide student teachers on how to prepare and use PowerPoint for their presentations;</li> <li>• Develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Prepare a plan for the next lesson.</p>	
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<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe lessons and report at next session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification</p>	<p>4.1 Identify critical friends to observe lessons and report at next session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson for clarification</p>	<p><b>15 mins</b></p>
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## Tutor PD Session for Lesson 10 in the Course Manual

### Lesson Title:

*A: VALUES AND ETHICS IN SPECIAL NEEDS EDUCATION*

*B: TEACHING BASIC SIGN LANGUAGE*

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on 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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p><i>Begin Lesson with an Ice Breaker</i></p> <p>1.1 Invite a Tutor to share his/her experiences/lessons learned from the previous PD session (PD Session 9). Ask the tutors to discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 9 and how they align.</p>	<p>1.1 Share your experiences/ lessons learned from the previous PD session (PD Session 9). Discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 9 and how they align.</p>	<b>20 mins</b>

<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 Ask tutors to read the overview of content and identify any distinctive aspects of the lesson. Tutors to note down their observations for small group discussions</p> <p>1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson for redress.</p> <p>1.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Read the overview of content and identify any distinctive aspects of the lesson. Note down your observations for small group discussions</p> <p>1.4 Identify areas where you might require clarification on any aspect of the lesson for redress.</p> <p>1.5 Plan your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Misconceptions &amp; prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phone</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Misconceptions &amp; prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using phone</li> </ul>	<p><b>15 mins</b></p>

	<ul style="list-style-type: none"> <li>• Misconception: sign language is a language for only the deaf learners.</li> </ul> <p><b>Examples of new learning:</b> Tutors acquire knowledge of:</p> <ul style="list-style-type: none"> <li>• Values and Ethics in Special Needs Education</li> <li>• Teaching Basic sign language.</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Beliefs, values and practices to guide policy implementation</li> <li>• Labelling objects and activities in the classroom.</li> <li>• Using ASL finger spelling to teach the alphabet learners' names.</li> <li>• Download and watch video from YouTube.</li> </ul>	<ul style="list-style-type: none"> <li>• Misconception: sign language is a language for only the deaf learners.</li> </ul> <p><b>Examples of new learning:</b> Acquire knowledge of:</p> <ul style="list-style-type: none"> <li>• Values and Ethics in Special Needs Education</li> <li>• Teaching Basic sign language</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Beliefs, values and practices to guide policy implementation</li> <li>• Labelling objects and activities in the classroom.</li> <li>• Using ASL finger spelling to teach the alphabet learners' names.</li> <li>• Download and watch video from YouTube.</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the lesson to student and guide them to do independent study on values and ethics in special education.</li> <li>• Search the internet, use their iPhones to browse the internet, provide links to on-line sites or</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the lesson to student and guide them to do independent study on values and ethics in special education.</li> <li>• Search the internet, use their iPhones to browse the internet, provide links to on-line</li> </ul>	<b>40 mins</b>

<p>the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power</li> </ul> </li> </ul>	<p>let student teachers watch a video on how the deaf communicate.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic hand shapes. Students to observe and practice the hand shapes.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> <li>• Use of smart phones to download information from YouTube</li> <li>• Use of PowerPoint for group presentations</li> <li>• Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	<p>sites or let student teachers watch a video on how the deaf communicate.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic hand shapes. Students to observe and practice the hand shapes.</li> </ul> <p>3.2 Read and note areas where you may require clarification for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and make notes, discussing opportunities for making links with current lesson</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> <li>• Use of smart phones to download information from YouTube</li> <li>• Use of PowerPoint for group presentations</li> <li>• Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	
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<p>point presentations, TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.5 Remind Tutors of subject projects.</p> <p>Examples of continuous assessment/project activities  <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b>          Make links to the existing PD Themes, for example, action research, questioning and to other external reference materials: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>Child and family welfare policy document 2014</li> <li>Resource persons</li> <li>Search the internet, use their iPhones to browse the internet, provide links to on-line sites or let student teachers watch a video on how the deaf communicate.<a href="http://www.signlang-">http://www.signlang-</a></li> </ul>	<p>3.5 Remind student teachers of subject projects.</p> <p>Examples of continuous assessment/project activities  <i>Conduct Quizzes, Assignments and group presentations. Ask student teachers to write a short report on group presentations for safe keeping in their portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b>          Make links to the existing PD Themes, for example, action research, questioning and to other external reference materials: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>Child and family welfare policy document 2014</li> <li>Resource persons</li> <li>Search the internet, use their iPhones to browse the internet, provide links to on-line sites or let student teachers watch a video on how the deaf communicate.</li> </ul>	
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	<p>assessment.info/home-en.html</p> <ul style="list-style-type: none"> <li>• Guide tutors on how to prepare and use PowerPoint for their presentations;</li> <li>• Tutors develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<ul style="list-style-type: none"> <li>• Learn how to prepare and use PowerPoint for your presentations;</li> <li>• Develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Prepare a plan for the next lesson.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe lessons and report at next session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification</p>	<p>4.1 Identify critical friends to observe lessons and report at next session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson for clarification</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 11 in the Course Manual

**Lesson Title:**

*A: Disability Language and Etiquette*

*B: Teaching Signing Commands*

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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<p><i>Begin Lesson with an Ice Breaker</i></p> <p>1.1 Invite a Tutor to share his/her experiences/ lessons learned from the previous PD session (PD Session 10). Ask the tutors to discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 10 and how they align.</p> <p>1.3 Ask tutors to read the overview of content and identify any distinctive</p>	<p>1.1 Share your experiences/lessons learned from the previous PD session (PD Session 10). Discuss these experiences in small &amp; mixed ability/ sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 10 and how they align.</p> <p>1.3 Read the overview of content and identify any distinctive aspects</p>	<b>20 mins</b>

<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>aspects of the lesson/s. Tutors to note down their observations for small group discussions</p> <p>1.4. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>of the lesson/s. Note down your observations for small group discussions</p> <p>1.4. Identify areas where you might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Plan for you teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues.</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems</li> <li>• Tutors do not have the skills to communicate with individuals who are deaf.</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Disability, acceptable language and etiquette in relation to disability.</li> </ul>	<p>2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues.</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems</li> <li>• Tutors do not have the skills to communicate with individuals who are deaf.</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Disability, acceptable language and etiquette in relation to</li> </ul>	<p><b>15 mins</b></p>

	<ul style="list-style-type: none"> <li>• Signing names of basic items in the home and school.</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Models of disability</li> <li>• Language</li> <li>• Etiquette &amp; Common Courtesies: civil, dignity.</li> <li>• List of characteristics of learners with deafness.</li> <li>• Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups.</li> </ul>	<p>disability. Signing names of basic items in the home and school.</p> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• Models of disability</li> <li>• Language</li> <li>• Etiquette &amp; Common Courtesies: civil, dignity.</li> <li>• List of characteristics of learners with deafness.</li> <li>• Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups.</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Invite resource person (special education teacher) to give a talk on models of disability.</li> <li>• Tutor /Resource persons continue with the presentation on language and terminologies in special education.</li> <li>• e- Learning opportunities: Provide links to YouTube videos, provides video clips, etc. about signing basic</li> </ul>	<p>3.1 Read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Invite resource person (special education teacher) to give a talk on models of disability.</li> <li>• Tutor /Resource persons continue with the presentation on language and terminologies in special education.</li> <li>• e- Learning opportunities: Provide links to YouTube videos, provides video clips, etc. about</li> </ul>	<b>40 mins</b>

<p>and ICT and 21<sup>st</sup> C skills</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> </ul>	<p>items in the home and school.</p> <ul style="list-style-type: none"> <li>• Student teachers to watch videos on YouTube on sign language teaching.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> <li>• Use of smart phones to download information from YouTube</li> <li>• Use of PowerPoint for group presentations</li> <li>• Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	<p>signing basic items in the home and school.</p> <ul style="list-style-type: none"> <li>• Student teachers to watch videos on YouTube on sign language teaching.</li> </ul> <p>3.2 Read and note areas where you may require clarification for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b>. Note and discuss opportunities for making links with current lesson</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> <li>• Use of smart phones to download information from YouTube</li> <li>• Use of PowerPoint for group presentations</li> <li>• Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul>	
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<ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.5 Remind Tutors of subject projects.</p> <p>Examples of continuous assessment/project activities  <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b>          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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>Child and family welfare policy document 2014</li> <li>Audio-visuals from YouTube, videos,</li> <li>Sign language mirrors.</li> <li>Guide tutors on how to prepare and use PowerPoint for their presentations;</li> <li>Tutors develop TLMs/ other resources needed to support learning</li> </ul>	<p>3.5 Remind student teachers of subject projects.</p> <p>Examples of continuous assessment/project activities  <i>Conduct Quizzes, Assignments and group presentations. Ask student teachers to write a short report on group presentations for safe keeping in their portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b>          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><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>Child and family welfare policy document 2014</li> <li>Audio-visuals from YouTube, videos,</li> <li>Sign language mirrors.</li> <li>Prepare and use PowerPoint for their presentations;</li> <li>Develop TLMs/ other resources needed to support learning</li> </ul>	
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	3.7 Ask tutors to prepare a plan for the next lesson.	3.7 Prepare a plan for the next lesson.	
<b>4. Evaluation and review of session:</b> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson for clarification</li> </ul>	4.1 Ask tutors to identify critical friends to observe lessons and report at next session.  4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification	4.1 Identify critical friends to observe lessons and report at next session.  4.2 Identify and bring up any outstanding issues relating to the lesson for clarification	<b>15 mins</b>

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

**Lesson Title:**

*A: Disability Language and Etiquette*

*B: Implementing Intervention Activities to Improve Communication Disorders.*

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><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<p><i>1.0 Begin Lesson with an Ice Breaker</i></p> <p>1.1 Ask a Tutor to share his/her experiences/ lessons learned from the previous PD session (PD Session 11). Ask the tutors to discuss these experiences in small &amp; mixed ability/sex groups.</p> <p>1.2 Ask tutors to read the course manual and discuss the course learning outcomes and course objectives for Lesson 11 and how they align.</p> <p>1.3 Ask tutors to read the overview of content and identify any distinctive</p>	<p>1.1 Shares your experiences/lessons learned from the previous PD session (PD Session 11). Discuss these experiences in small &amp; mixed ability/ sex groups.</p> <p>1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 11 and how they align.</p> <p>1.3 Read the overview of content and identify any distinctive aspects</p>	<b>20 mins</b>

<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>aspects of the lesson/s. Tutors to note down their observations for small group discussions</p> <p>1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.</p> <p>1.5 Ask tutors to plan for their teaching as they go through the PD session</p>	<p>of the lesson. Note down your observations for small group discussions</p> <p>1.4 Identify areas where you might require clarification on any aspect of the lesson for redress.</p> <p>1.5 Plan for your teaching as you go through the PD session</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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><b>Note:</b> Set out what tutors need to do to introduce and explain the issues.</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems</li> <li>• Tutors do not have the skills to communicate with individuals who are deaf.</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate language to promote:</li> </ul>	<p>2.1 Identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion</p> <p><b>Note:</b> Set out what you need to do to introduce and explain the issues.</p> <p><b>Examples of barriers to learning:</b></p> <ul style="list-style-type: none"> <li>• Large class sizes;</li> <li>• Poor Internet connectivity;</li> <li>• Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems.</li> <li>• Tutors do not have the skills to communicate with individuals who are deaf.</li> </ul> <p><b>Examples of new learning:</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate language to promote</li> </ul>	<p><b>15 mins</b></p>

	<p>equity and inclusion: e. g (a learner with low vision/visual impairment and not a blind/visually impaired learner).</p> <ul style="list-style-type: none"> <li>• Signing names of basic items in the home and school.</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• When describing people without disabilities, don't use terms like normal, healthy, able-bodied.</li> <li>• Instead, use "non-disabled" or "people without visible disabilities." Atypical etc.</li> <li>• Signing simple commands (e.g., come, go, clap.)</li> <li>• Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups.</li> </ul>	<p>equity and inclusion: e. g (a learner with visual impairment and not a blind/visually impaired learner).</p> <ul style="list-style-type: none"> <li>• Signing names of basic items in the home and school.</li> </ul> <p><b>Examples of concepts/pedagogy being introduced</b></p> <ul style="list-style-type: none"> <li>• When describing people without disabilities, don't use terms like normal, healthy, able-bodied.</li> <li>• Instead, use "non-disabled" or "people without visible disabilities." Atypical etc.</li> <li>• Signing simple commands (e.g., come, go, clap.)</li> <li>• Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups.</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Tutor /Resource persons continue with the presentation on language and terminologies in special education.</li> </ul>	<p>3.1 Discuss the teaching and learning activities <b>(Reference to the Course Manual)</b></p> <p><b>Examples of Teaching and learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Tutor /Resource persons continue with the presentation on language and terminologies in special education.</li> </ul>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Seminar presentation continues on the use of appropriate language to promote equity and social inclusion.</li> <li>• Discuss with and encourage student teachers to reflect, discuss and find ways to implement intervention activities to improve communication disorders.</li> <li>• Providing links, videos and improvising means to help student teachers effectively implement activities.</li> </ul> <p>3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.</p> <p>3.3 Ask tutors to read relevant portions of the <b>Basic School Curriculum and STS Manual</b> and to note and discuss opportunities for making links with current lesson</p> <p>3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar presentation continues on the use of appropriate language to promote equity and social inclusion.</li> <li>• Discuss with and encourage student teachers to reflect, discuss and find ways to implement intervention activities to improve communication disorders.</li> <li>• Providing links, videos and improvising means to help student teachers effectively implement activities.</li> </ul> <p>3.2. Read and note areas where you may require clarification for further discussion in small groups.</p> <p>3.3 Read relevant portions of the <b>Basic School Curriculum and STS Manual</b>. Note and discuss opportunities for making links with current lesson</p> <p>3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>ICT and 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of smart phones to surf for information online</li> </ul>	
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<ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Use of smart phones to download information from YouTube</li> <li>● Use of PowerPoint for group presentations</li> <li>● Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p>3.5 Remind Tutors of subject projects. Examples of continuous assessment/project activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b> 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>	<ul style="list-style-type: none"> <li>● Use of smart phones to download information from YouTube</li> <li>● Use of PowerPoint for group presentations</li> <li>● Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication</li> </ul> <p>3.5 Remind student teachers of subject projects. Examples of continuous assessment/project activities <i>Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolios. Discuss time-lines/ deadlines for submission of continuous assessment/project scores</i></p> <p><b>3.6 Resources:</b> 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>
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	<p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• An expert in special education.</li> <li>• Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba: Department of Special Education Books.</li> <li>• Audio-visuals from YouTube, videos,</li> <li>• Sign language mirrors.</li> <li>• Guide tutors on how to prepare and use PowerPoint for their presentations;</li> <li>• Tutors develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Ask tutors to prepare a plan for the next lesson.</p>	<p><b>Examples of Resources:</b></p> <ul style="list-style-type: none"> <li>• An expert in special education.</li> <li>• Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba: Department of Special Education Books</li> <li>• Audio-visuals from YouTube, videos,</li> <li>• Sign language mirrors.</li> <li>• Prepare and use PowerPoint for their presentations;</li> <li>• Develop TLMs/ other resources needed to support learning</li> </ul> <p>3.7 Prepare a plan for the next lesson.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson for clarification</li> </ul>	<p>4.1 Ask tutors to identify critical friends to observe lessons and report at next session.</p> <p>4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification</p>	<p>4.1 Identify critical friends to observe lessons and report at next session.</p> <p>4.2 Identify and bring up any outstanding issues relating to the lesson for clarification</p>	<b>15 mins</b>

## Appendix 1

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

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

What to Include in PD sessions	Checked and In Place.
<p><b>Course introductions and conclusions</b></p> <ul style="list-style-type: none"> <li>• The first PD session of each semester introduces the course manual/s, course expectations and course assessment components</li> <li>• The final PD session provides the opportunity to review student teachers' learning from the course</li> </ul>	
<p><b>Prior knowledge:</b> Points for tutors on activating student teachers' prior knowledge.</p>	
<p><b>Basic School Curriculum:</b> when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p><b>LO:</b> relevance to each session are introduced</p>	
<p><b>Interactive teaching</b> 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><b>Lesson Learning outcomes and indicators</b> are introduced</p>	
<p><b>Integration of subject specific content and subject specific pedagogy</b> is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors</p>	
<p><b>Subject Specific Training:</b> where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.</p>	
<p><b>Integrating GESI:</b> each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.</p>	
<p><b>Assessment, integrating and embedding NTEAP practices:</b> PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.</p>	
<p><b>Age Specific Training:</b> 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><b>Building in STS:</b> STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.</p>	
<p><b>Building in activities which support the development of 21c skills in particular the use of ICT.</b> The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.</p>	
<p><b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.</p>	

## Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<p><b>The Subject project</b> 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><b>The Subject Portfolio</b> 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><b>Introduction:</b> a clear statement of aim and purpose  <b>Methodology:</b> what the student teacher has done and why to achieve the aim and purpose of the project  <b>Substantive or main section:</b> Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.  <b>Conclusion:</b> Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p><b>3 items of work produced during the semester selected by student teachers with tutor support</b> during the semester as best examples of their progress and 200-word reflection on the items*  <b>Or 2 items of work and</b>  <b>A mid semester assessment:</b> case study, reflective note, quiz.  * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p>
WEIGHT	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of project out of 100</b></p> <ul style="list-style-type: none"> <li>• Introduction – 10</li> <li>• Methodology – 20</li> <li>• Substantive section – 40</li> <li>• Conclusion – 30</li> </ul>	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of portfolio out of 100</b>  i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).  i(b) Presentation and organisation of portfolio 10%.  <b>OR</b>  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>

<b>EXAM</b>	<b>End of semester Exam, weight 40%. To assess:</b> achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> C skills in teaching and learning
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