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

TABLE OF CONTENTS

GENDER, EQUALITY AND SOCIAL INCLUSION (GESI)	1
ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING	24
PEDAGOGY	41
SPECIAL EDUCATION NEEDS (SEN)1	41

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)

F			
Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1.0 Introduction to	1.1 Task tutors to	1.1 Read and discuss the	20 mins
GESI	individually read the	introduction to (to	20 mins
GLSI	introduction (to GESI)	GESI) and the learning	
	and learning outcomes	outcomes below and	
	below and invite	provide your opinion	
	opinions from both male	on same.	
	and female tutors and	on same.	
	those with special needs		
	where applicable.		
	Introduction to GESI:	Introduction to GESI:	
	a. Purpose of GESI in the	a. Purpose of GESI in the	
	specialisms	specialisms	
	Communities all over the	Communities all over the	
	world consist of diverse	world consist of diverse	
	individuals and social	individuals and social	
	groupings that have	groupings that have	
	different needs, strengths,	different needs, strengths,	
	opportunities, and concerns	opportunities, and	
	as a result of differences in	concerns as a result of	
	culture, gender, abilities,	differences in culture,	
	economic and social status.	gender, abilities,	
	As teacher educators, it is	economic and social	
	important to understand	status. As teacher	

Tutor PD Session for Lesson 001 in the Course Manual

the uniqueness of the educator, it is important diverse groups in the that you understand the classroom and ensure that uniqueness of the diverse every individual is groups in the classroom supported to attain quality and ensure that every education. Towards individual is supported to promoting equal attain quality education. opportunity for females and Towards promoting equal males as well as all other opportunity for females disadvantaged groups in and males as well as all the classroom, GESI in other disadvantaged schools is being groups in the classroom, championed. Tutors need GESI in schools is being to have a clear championed. You need to understanding of GESI have a clear issues to be able to understanding of GESI integrate these in the issues to be able to teaching and learning integrate these in the process and other aspects teaching and learning of college life and to process and other aspects encourage student teacher of college life and to to do same during STS. encourage student teacher to do same during STS. b. Overview of GESI and b. Overview of GESI and related concepts related concepts This session seeks to expose This session seeks to tutors in all the specialisms expose you to the concept (EG, UP and JHS) to the GESI and related issues concept GESI and related such as Gender, Equality, issues such as Gender, Equity etc to enable you Equality, Equity etc to appreciate issues of enable them appreciate stereotypes and work issues of stereotypes and towards challenging work towards challenging traditional gender roles as traditional gender roles as well as dealing with your well as dealing with their own unconscious biases so own unconscious biases so you can attend to the they can attend to the diverse needs of all diverse needs of all learners learners in the classroom in the classroom and in the and in the College. College.

c. Session learning	c. Session learning	
outcomes	outcomes	
By the end of this session,	By the end of this session,	
tutors will be able to	you will be able to	
i. demonstrate	i. demonstrate	
understanding of	understanding of	
the concept GESI	the concept GESI	
and related issues.	and related issues.	
ii. apply these	ii. apply these	
concepts in their	concepts in your	
teaching and	teaching and	
general practices.	general practices.	
iii. support student	iii. support student	
teachers to	teachers to	
understand GESI	understand GESI	
issues and how to	issues and how to	
apply them during	apply them during	
STS.	STS.	
1.2 Task tutors to identify	1.2 Identify what the	
what the acronym GESI	acronym GESI stands	
stands for and explain	for and explain what it	
what it means.	means.	
Conder Equality and Social		
Gender, Equality and Social Inclusion 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.		
1.3 Using talk for learning	1.3 In your subject groups,	
strategies (concept	explain any <u>two</u>	
cartoons, storytelling,	<u>concepts</u> related to	
role play discussion etc),	GESI. (you may use	
ask tutors in their	your phones/laptops to	
subject groups to	search for how each	
explain any <u>two</u>	concept is related to	
<u>concepts</u> related to	education from	
GESI. Allow tutors to use	www.google.com	
their phones/laptops to	Adapt differentiated	
search for how each	approaches to explain	
concept is related to	concepts (sketches, role	
education.	play, story etc).	
www.google.com		

1	
Allow tutors to explain	
concepts using	
differentiated approaches	
(sketches, role play, story	
etc).	
,	
Employ a creative	
approach, such as quizzes	
to capture attention.	
Gender 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.	
-	
Equality is the similarity of	
treatment as it is legally and	
constitutionally given.	
Example is providing all	
children (irrespective of	
ability, gender, socio-	
economic background etc.)	
with opportunities to	
achieve quality learning	
outcomes.	
Equity 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.	
Inclusion 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 all students	
_	
(boys, girls and SEN) are	
given equal opportunities	

2. Identification and discussion of new learning	2.1 Through questioning, ask tutors to identify and discuss how each new GESI concept they have acquired could be	2.1 identify and discuss how the new GESI concepts you have acquired could be useful in your teaching and general school life.	15 mins
2. Identification and	 classroom.) Gender Equality is a state where males and females have equal rights, life prospects and opportunities to shape their own lives and contribute to society. Social Inclusion is the process of improving the terms of participation for people who are disadvantaged, through enhancing opportunities and access to resources. 1.2 Ask tutors to reflect on their understanding of GESI and justify the need for GESI in education. For instance, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion. Example 1: Male characters are often represented than females in TLMs and textbooks. Eg. 2 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. Refer to Appendix 1. 	1.2 Reflect on your understanding of GESI and justify its importance in education. 2.1 identify and discuss	15 mins
	to participate in the		

	useful in their teaching and general school life. Eg. a) Inclusion: mix ability/gender grouping; involving all categories of learners in every activity. Eg. b) Equity: provide support and resources in line with the needs of each		
	<i>learner.</i> N/B: Encourage tutors to support student teachers identify how each concept could be used during STS.	2.2 Pofloct individually	
Potential barriers to	2.2 Using think-pair-share ask tutors to identify possible barriers to learning GESI for student teachers and how to address them.	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.	
learning for student teachers	Examples may include: <i>Misconceptions:</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.	Examples may include: <i>Misconceptions:</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.	
	Negative attitudes : 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)	Negative attitudes: 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)	

	(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).	
3.0 Planning for teaching, learning and assessment activities for the lesson/s	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)	 3.1 Identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (Reference to college context). 	30 mins
	Eg. a) Involving men and women equally in decision making b) ensuring that all college facilities are accessible by everyone (abled bodied and persons with disability), c) Equitable allocation of resources among all college actors (males, females, minority groups) etc	Eg. a) Involving men and women equally in decision making	
	 3.2 Ask tutors to brainstorm aspects of the basic school curriculum that need improvement in the area of GESI. E.g. a) Play activities: girls and boys could play soccer and ampe. Eg. b) decision making 	 3.2 Brainstorm aspects of the basic school curriculum that need improvement in the area of GESI. E.g. a) Play activities: girls and boys could play soccer and ampe. 	
	school prefects are mostly boys: girls and students with special education needs could equally be appointed school prefects.		

Noting opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.3 Task tutors to discuss in their subject groups and come out with strategies on how GESI, ICT, and 21 st Century skills can be integrated in their specific subject areas.	3.3 Identify strategies on how GESI, ICT, and 21 st Century skills can be integrated in their specific subject areas.
GESI responsive assessment	3.4 Lead tutors to identify and possible strategies to make subjects projects and subject portfolios GESI responsive.	3.4 identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive.
	<i>Eg. a) Equitable distribution of relevant resources for the subject projects</i>	Eg. a) Equitable distribution of relevant resources for the subject projects
	Eg. b) Ensure projects content do not portray GESI biases and stereotypes. In grouping students for subject projects ensure mix ability/gender groupings	
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	Note Remind tutors to consciously ensure GESI responsiveness in conducting continuous assessment in their various disciplines. 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	Note: Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project)
	projects) are done in groups.	
	Eg. b) Ensure equitable distribution of resources among males, female and (SEN).	

		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. 	
4.	Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 4.1 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. <i>Example: equal</i> <i>involvement of both</i> <i>males, females and SEN</i> <i>learners.</i> 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. 	 4.2 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. Example: equal involvement of both males, females and SEN learners 4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations. 	15 mins
		Advance Preparation for lessons 4.3 Encourage tutors to read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	Advance Preparation for lessons 4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	

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 precondition 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 is 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 require 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

Name of Tutor			Sex						
Course Title			Level						
Subject/Topic				•					
Gender and Inclusion Responsive competency	S	ome Strate	egies and Actic	ns to o	bserve:	Not achieved	Partially achieved	Half achieved	Fully achieved
						0	1	2	3
1. The Tutor uses Gender and Inclusion responsive pedagogy in class (aim for a score of 19-21)	1) 2) 3)	work, debates and role play; and ensures equal participation of females & males (giving extra encouragement where needed)							
	 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 								
		•	or afraid to sp		5 1010				
	6) 7)	checks to so understanc provides co	ee if both fema I the lesson onstructive/pos o both females	iles and	erbal				
		Total s	core						
2. The Tutor uses	The	Tutor:							
Gender and Inclusion responsive language and interaction	1)	does not u language t gives fema as intellige as well as r does not u	se harsh/threa	exclude sion that ed to p tening	es, or at are not perform language				
		or actions and males	that instil fear	n both	temales				

(aim for a score of	3) does not say things that reinforce false	
(alm for a score of 19-21)	 does not say things that reinforce false assumptions about females and males 	
±J-∠±j	(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'.	
	Total score	
3. The Tutor uses	The Tutor:	
Gender and	1) reviews all textbooks, pictures, posters,	
Inclusion	and materials before using them to see if	
responsive TLMs	they reinforce traditional Gender and	
	Inclusion roles (e.g., women	
	cooking/cleaning, men in professional	
(aim for a score of	roles)	
10-12)	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	
	Total score	
4. The Tutor	The Tutor:	
challenges	1) empowers males to be critical of and	
_	challenge traditional views of masculinity	

traditional Gender	(e.g. men should be 'powerful', should not	
and Inclusion roles	be 'weak', should never cook/clean)	
	2) empowers females to be critical of and	
	challenge traditional views of femininity	
(aim for a score of	(e.g., women should be dependent on	
10-12)	men, should only be mothers/carers,	
10-12)	• • •	
	should not be assertive)	
	3) actively uses examples (e.g., exercises,	
	activities, role play, pictures) that	
	challenge or reverse 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)	
	Total score	
5. The Tutor uses	The Tutor:	
Gender and	1) plans classroom seating so that males	
Inclusion	and females are mixed, and so that pupils	
responsive	who need more support sit at the front	
planning	2) reviews student attendance every 2-3	
	months (particularly for females) - if	
	there are problems with attendance, the	
(aim for a score of	Tutor should follow up with the head	
15-18)	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	
	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	
	challenges or reverses traditional Gender	
	and Inclusion roles	
	Total score	
Overall score		
Overall score		

Class size	
Number of Females	
Number of Males	

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 21st 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 teachertraining 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 21st 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	1.1 Mention and describe some basic ICT tools and how to use
and understanding of the	them, including: Computers, and other hardware, software.
basic ICT tools and their	1.2 21 st century skills and ICT tools that can be used to
impact on 21 st century	integrate them in lessons.
skills	1.3 Analyse and evaluate the changes brought about by the
	introduction of ICT.
2. Demonstrate use of	2.1 Perform basic lesson planning tasks using an ICT tool, e.g.,
basic ICT tools for planning	using Google calendar.
lessons	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	3.1 Perform basic teaching tasks using an ICT tool, e.g., using
basic ICT tools for	PowerPoint, Google classroom, zoom, Google meet.
teaching, learning and	3.2 Perform basic lesson assessment tasks using an ICT tool,
assessment	e.g., using Google forms.
	3.3 Use the internet to search for activities for teaching,
	learning and assessment
4.Demonstrate use of	4.1 Perform basic research tasks using an ICT tool, e.g., using
basic ICT tools for research	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 Claendar 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 massages 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 & 21st Century Skills

Age Levels/s: EG,UP,JHS

Name of Subject/s: ICT Integration

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
session	 1.1 Self-Introduction. Ask tutors to introduce themselves. 1.2 Ask tutors to share any successes and issues they had when using ICT tools in a previous semester <i>employing talk</i> <i>for learning strategies.</i> 	 1.1 Kindly introduce yourself to the group. 1.2 Tutors share any successes and issues they had when using ICT tools in a previous semester <i>employing</i> <i>talk for learning</i> <i>strategies</i>. 	20 mms
	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.	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.	

1.4. Ask tutors to read the	1.4. Read the purpose, the	
purpose, the learning	learning outcomes and	
outcomes and learning	learning indicators of	
indicators of the manual	the manual and use the	
and use the think-pair-	think-pair-share	
share approach to share	approach to share your	
their views about how	views about how the	
the manual can help	manual can help you to	
them to integrate ICT	integrate ICT into their	
into their lessons.	lessons.	
Distinctive aspects	Distinctive aspects	
Lead tutors to discuss ICT	Tutors to discuss ICT	
tool(s) they are familiar	tool(s) they are familiar	
with and any unique	with and any unique	
qualities of these ICT tool(s)	qualities of these ICT	
as learning tools that they	tool(s) as learning tools	
can identify.	that they can identify.	
Note:	Note:	
The following are the	The following are the	
distinctive aspects that this	distinctive aspects that	
manual has considered:	this manual has	
Reading literacy, writing	considered:	
literacy, numeracy,	Reading literacy, writing	
information literacy, ICT	literacy, numeracy,	
[information and	information literacy, ICT	
communications	[information and	
technologies] digital	communications	
literacy, communication	technologies] digital	
and can be described	literacy, communication	
broadly as learning	and can be described	
domains.	broadly as learning	
	domains.	
1.5 Ask tutors to pair with a	1.5 Pair with a colleague	
colleague and share	and share your views	
their views about the ICT	about the ICT tools	
tools that they have	that you have used in	
used in their everyday	your everyday life and	
life and how the unique	how the unique	
qualities of these tool(s)	qualities of these	
can be incorporated into	tool(s) can be	
their classroom	incorporated into your	
teaching.	classroom teaching.	

	 1.6 In groups ask tutors to write on a flip chart using Concept Cartoons: a. ICT tool (s) tutors are familiar with. e.g., email, mobile phones, computers, slides, animation, zoom, telegram, etc. b. ICT tool(s) tutors use and integrate in their teaching at the College of Education 	 1.6 In groups, write on a flip chart using Concept Cartoons: a. The distinctive features of ICT tool(s) you are familiar with b. CT tools you use and integrate in your teaching at the College of Education. 	
	1.7 Let tutors present their findings via <i>radio</i> <i>reporting.</i>	1.7 Present your findings via <i>radio reporting.</i>	
2. Concept	Concept Development	Concept Development	25 mins
 Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD 	2.1. Using the think, pair, share approach, assign tutors sub-topics of integrating ICT into teaching and learning (equity, health and safety issues relating to the use of ICT tools) to tutors to discuss and write points on a flip chart for presentation. Allow time for each presentation and whole group discussion.	2.1. Discuss the sub-topic, assigned to you with your partner and share your views with the larger group	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 2.2 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. E.g. computers can do everything a teacher can do 	 2.2 In pairs, discuss misconceptions in teaching and learning with ICT tool (s) and share possible ways of addressing them. E.g. computers can do everything a teacher can do 	

		2.3 Ask tutors to outline	2.3 Outline possible	
		possible challenging	challenging areas in	
		areas in teaching with	teaching with ICT	
		ICT tool(s) taking into	tool(s) taking into	
		consideration GESI (e. g.	consideration GESI (e.	
		identifying areas in the	g. identifying areas in	
		curriculum where	the curriculum where	
		stereotypes are	stereotypes are	
		reinforced and	reinforced and	
		addressing these).	addressing these).	
3.	Planning for	Teaching and learning	Teaching and learning	40 mins
	teaching, learning	activities:	activities:	
	and assessment			
	activities for the	3.1. Discuss with tutors,	3.1 Discuss general ICT	
1	lesson/s	general ICT tools for	tools for teaching and	
•	Reading and	teaching and learning	learning	
1	discussion of the			
1	teaching and	Desktop and laptops	Desktop and laptops	
	learning activities	computers, Projector,	computers, Projector,	
•	Noting and	Digital cameras, Printer,	Digital cameras, Printer,	
	addressing areas	Photocopier, tablets,	Photocopier, tablets,	
	where tutors may	Popplet, Pen Drive, Ipods,	Popplet, Pen Drive, Ipods,	
	require	Ipads, Webboards,	Ipads, Webboards,	
	clarification	Scanners, Microphones,	Scanners, Microphones,	
•	Noting	interactive white board,	interactive white board,	
	opportunities for	DVDs and CDs Flash discs,	DVDs and CDs Flash discs,	
	making links to the	video Games	video Games	
	Basic School			
	Curriculum	E.g.,	E.g.,	
•	Noting	Geomaths	Geomaths	
	opportunities for	Maths kits	Maths kits	
	integrating: GESI	Microsoft maths solver	Microsoft maths solver	
	responsiveness	Photomaths	Photomaths	
	and ICT and 21 st C	Scratch	Scratch	
1	skills	kasahorow	kasahorow	
•	Reading,			
	discussion, and	Software	 Software 	
1	identification of	Office Professional	Office Professional	
1	continuous	– E.g. XP.	– E.g. XP.	
1	assessment	 Good photo 	Good photo	
	opportunities in	software e.g.	software e.g.	
	the lesson. Each	Microsoft Digital	Microsoft Digital	
	lesson should	Photo Suite	Photo Suite	
1	include at least	"Photostory 2	"Photostory 2	
	two opportunities	comes with service	comes with service	
	to use continuous	pack 2.	pack 2.	

assessment to	Inspiration	Inspiration
support student	Smart Notebook	Smart Notebook
teacher learning	• United	• United
Resources:	Streaming	Streaming
 Resources. o links to the 		
	subscription	subscription -
existing PD	Hardware	Hardware
Themes, for	Flat Screen monitor	Flat Screen monitor
example, action	Good quality printer	Good quality printer
research,	preferably a laser	preferably a laser
questioning and	black and color	black and color
to other	photo. E.g. HP	photo. E.g. HP
external	CD/DVD RW	CD/DVD RW
reference	drive(s)	drive(s)
material:	USB ports	USB ports
literature, on	• Scanner – e.g.	• Scanner – e.g.
web, YouTube,	Epson brand	Epson brand
physical	• Digital camera – e.g.	 Digital camera –
resources,	of Canon	e.g. of Canon
power point;	External storage -	External storage -
how they	an <u>external hard</u>	an <u>external hard</u>
should be used.	drive to back up	drive to back up
Consideration	data	data
needs to be	Portable storage -	Portable storage -
given to local	USB flash drive, 2 GB	USB flash drive, 2
availability	minimum.	GB minimum.
 guidance on any 	• <u>Palm</u> or other	Palm or other
power point	handheld device to	handheld device
presentations,	keep schedules,	to keep schedules,
TLM or other	dates, reminders,	dates, reminders,
resources which	and store pictures	and store pictures
need to be	and music. E.g.	and music. E.g.
developed to	Tungsten Palm	Tungsten Palm
support	Smart board or	Smart board or
learning	Smart Airliner, with	Smart Airliner,
Tutors should be	projection unit for	with projection
expected to have a	classroom	unit for classroom
plan for the next		use.
lesson for student	use.	CPS (classroom
teachers	CPS (<u>classroom</u>	performance
leachers	performance	
	system) also for	system) also for
	classroom use.	classroom use.
	Too shine 21 at Conturn	Teaching 21st Contumy
	Teaching 21st Century	Teaching 21st Century
	Skills with ICT	Skills with ICT
	Collaborativa Drablem	Collaborative Problem
	Collaborative Problem	
	Solving	Solving

https://youtu.be/cnkKHL_d yGE Creativity https://www.youtube.com/	https://youtu.be/cnkKHL dyGE Creativity https://www.youtube.co	
<u>watch?v=qV7DiTFdtvw</u> Hands-On Learning <u>https://youtu.be/vYUNfJ9IK</u> <u>ZS</u> Effective Written and Oral	<u>m/watch?v=qV7DiTFdtvw</u> Hands-On Learning <u>https://youtu.be/vYUNfJ9I</u> <u>Kzs</u> Effective Written and Oral	
Communication https://www.youtube.com/ watch?v=D5hMN_XkPQA	Communication https://www.youtube.com/ watch?v=D5hMN_XkPQA	
Ethical Decision Making https://youtu.be/Iwk8dGFn <u>1tY</u>	Ethical Decision Making https://youtu.be/Iwk8dGF n1tY	
Information and Media Literacy <u>https://youtu.be/bjYhmTC3</u> Irc	Information and Media Literacy <u>https://youtu.be/bjYhmTC</u> <u>3lrc</u>	
Critical Thinking https://youtu.be/y7iMEH7j GFk https://youtu.be/88DoGrqE uJk	Critical Thinking https://youtu.be/y7iMEH7 jGFk https://youtu.be/88DoGrq EuJk	
Leadership https://youtu.be/- NF10F6bX_g	Leadership <u>https://youtu.be/-</u> <u>NF10F6bX_g</u>	
Personal Responsibility and Initiative https://youtu.be/nRE131Er clM	Personal Responsibility and Initiative https://youtu.be/nRE131E rclM	
3.2 Lead tutors to discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.	3.2 Discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.	
E.g., Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,	E.g., Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,	

Levels a surd face as well well Deleve	here here and fear as well well
keyboard for cerebral Palsy,	keyboard for cerebral
braille, typing aids, large	Palsy, braille, typing aids,
prints, audio books.	large prints, audio books.
3.3 Lead tutors to discuss	3.3 Discuss some useful
some useful Education	Education Technology
Technology Resources	Resources for teaching,
for teaching, learning	learning and
and assessment.	assessment.
E.g., Office 365 vs G-Suite	E.g. Office 365 vs G-Suite
for Education	for Education
Google Meet for Online	Google Meet for Online
Teaching	Teaching
Google Classroom for	Google Classroom
Online	for Online
Assignment submissions	Assignment submissions
Plagiarism checking	Plagiarism checking
<u>Softwares</u>	<u>Softwares</u> . Tools
Tools for <u>Checking</u>	for <u>Checking Grammar</u>
Grammar errors Online	errors Online
Assessment tools	Assessment tools
include: grading rubrics,	include: grading rubrics,
Canvas Assignments,	Canvas Assignments,
plagiarism detection, self-	plagiarism detection, self-
assessment, and peer	assessment, and peer
assessment, surveys, and	assessment, surveys, and
classroom polling. Quiz bot	classroom polling. Quiz bot
Digital Assessment Tools for	Digital Assessment Tools
Teachers:	for Teachers:
Socrative - quizzes and	Socrative - quizzes and
questions with real-time	questions with real-time
grading.	grading.
Classmarker- quizzes and	Classmarker- quizzes and
questions with real-time	questions with real-time
grading	grading
Google Forms - easy to use.	Google Forms - easy to use.
Mentimeter - pre-built	Mentimeter - pre-built
education templates.	education templates.
Poll Everywhere - used by	Poll Everywhere - used by
300,000 teachers.	300,000 teachers.
Kahoot - game-based	Kahoot - game-based
assessment tool.	assessment tool.
Further links to videos	Further links to videos
for further application	for further application
of ICT tools in the	of ICT tools in the
teaching and learning	teaching and learning
process	process

	1	1	1 1
	https://www.youtube.com/	https://www.youtube.co	
	watch?v=k8nMh71ky4Y	m/watch?v=k8nMh71ky4Y	
	3.4 Ask tutors to suggest	3.4 Suggest ICT-mediated	
	ICT-mediated teaching,	teaching, learning and	
	learning and assessment	assessment activities in	
	activities in their	your respective	
	respective subjects	subjects. aking into	
	taking into account GESI.	account GESI.	
	E.g., Making reasonable	E.g., Making reasonable	
	adjustments using ICT for	adjustments for physically	
	physically challenged	challenged learners.	
	learners.		
	E.g. Both male and female	Both male and female	
	learners playing leading	learners playing leading	
	roles in ICT-based group	roles in a group task.	
	tasks.		
	3.5 Let tutors present their	3.5 Present your findings	
	findings to the larger	to the larger group	
	group		
Evaluation and	4.1 Ask tutors to identifying	4.1 Identifying any	5 mins
review of	any outstanding issues	outstanding issues	
session:	relating to the lesson/s	relating to the lesson/s	
Tutors need to	for clarification	for clarification.	
identify critical			
friends to observe	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
lessons and report	critical friend who will	who will observe your	
at next session	observe their first lesson	first lesson and give	
		_	
Identifying and addrossing any	and give them feedback	you feedback on how	
addressing any	on how they integrated	you integrated ICT in	
outstanding issues	ICT in the lesson.	the lesson.	
relating to the			
lesson/s for			
clarification			



-1

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	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the		the session.	
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed, and			
specific references			
should be made to			
the course			
manual/s.			
1(a) Introduction to	1a	1a	20 mins
the semester – in	1.1 Welcome tutors to the		
session one	PD session and		
Introduction to	introduce new tutors		
the purpose of	where applicable.		
the specialisms:			
EG, UP and JHS	1.2 Ask tutors to read from	1.2 Read from the course	
Overview of	the course manuals, the	manuals, the purpose	
subject/s age	purpose of the	of the specialisms	
level/s to be	specialisms (Early	(Early Grade, Upper	
covered in the	Grade, Upper Primary,	Primary, Junior High	
PD sessions and	Junior High School).	School).	
guidance on			
grouping tutors			

	according to the	NB: Early Grade (KG1-P3)	NB: Early Grade (KG1-P3)	
	subject/s, age	This specialism seeks to use	This specialism seeks to	
	levels/s.	the thematic approach to	use thematic approach to	
•	Introduction to	prepare and equip student	raining and equipping	
	the course	teachers with	student teachers with	
	manual/s	developmentally	developmentally	
•	Overview of	appropriate practices,	appropriate practices,	
•		which promote play-based	which promote play-based	
	course learning			
	outcomes	learning.	learning.	
•	Introduction to			
	the two	NB: Upper Primary (P4-P6)	NB: Upper Primary (P4-	
	continuous	This specialism seeks to	Р6)	
	assessment	equip student teachers to	This specialism seeks to	
	components to	be class teachers, who are	equip student teachers to	
	be undertaken	able to teach all the	be class teachers, able to	
	in each subject	subjects of the Basic School	teach all the subjects of	
	during the	Curriculum and to support	the Basic School	
	semester (See	learning and development	Curriculum and to support	
	Course	of middle childhood	learning and development	
		learners.	of middle childhood	
	Assessment		learners.	
	Components at			
	a Glance			
	Appendix 2) NB	NB: JHS	NB: JHS	
	in subjects	This specialism seeks to	This specialism seeks to	
	where there are	equip student teachers with	equip student teachers	
	no assessment	specialist subject	with specialist subject	
	components in	knowledge and the ability	knowledge and the ability	
	the course	to address the	to address the	
	manuals	developmental needs of	developmental needs of	
	examples will	learners at early adolescent	learners in early	
	need to be	level.	adolescence.	
	provided for			
	SL/HoD.	1.3 Inform tutors of the	1.3 Take note of the	
	,	groupings for the PD	following groupings for	
1/1	o) Introduction to	sessions for the	PD sessions for the	
-	e session	semester as follows:	semester: Early Grade;	
		Early Grade; Upper	Upper Primary; and	
•	Review prior			
	learning	Primary; and Junior High	Junior High School.	
•	Reading and	School.		
	discussion of the			
	introductory	1.4 Inform tutors of the	1.4 Take note of the	
	sections of the	various courses for PD	various courses for PD	
	lesson up to and	sessions for the	sessions for the	
	including	semester as follows:	semester as follows:	
	learning	Differentiated Planning	Differentiated	
	outcomes and	and Learning for Early	Planning and Learning	
1	Succomes and			
	indicators	Grade; Differentiated	for Early Grade;	

		Differential]
 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 	 Planning and Learning for Upper Primary; Multimedia development and Use (Upper Primary); Differentiated planning, Learning and Multimedia development and use for JHS. 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. N/B: Remind tutors to take critical note of all 	 Differentiated Planning and Learning for Upper Primary; Multimedia development and Use (Upper Primary); Differentiated planning, Learning and Multimedia development and for JHS. 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. 	
	NTS references identified in the course		
	manuals.		
	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.	1.6 Discuss the two continuous assessment components to be undertaken in each course during the semester and discuss their alignment with	
	NB (Subject Project)	the NTEAP.	
	Overall weighting of project	NB (Subject Project)	
	= 30%	Overall weighting of	
	Weighting of individual	project = 30%	
	 parts of project out of 100 Introduction – 10 	Weighting of individual	
	 Methodology – 20 	 parts of project out of 100 Introduction – 10 	

Substantive section – 40Conclusion – 30 NB (Subject Portfolio) Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.	 Methodology – 20 Substantive section – 40 Conclusion – 30 NB (Subject Portfolio) Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 	
OR ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b)Mid semester assessment 30% ii(c)Presentation and organisation of portfolio 10%	10%. OR ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%). ii(b)Mid semester assessment 30% ii(c)Presentation and organisation of portfolio 10%	
 Encourage tutors to be conversant with: The scope of the subject project and subject portfolio. The percentage or weight distributions. Alternative tools for CA. 	 Be conversant with: The scope of the subject project and subject portfolio. The percentage or weight distribution. Alternative tools for CA. 	
 1b. PD Session 1 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. 	 1b. PD Session 1 1.7 Use concept mapping to share your experiences during the previous semester's PD sessions and inclass activities, and discuss any unresolved issues. 	

	E.g.: Unresolved Issues		
	 unstable or no 		
	internet connectivity.		
	lack of co-operation		
	on the part of tutors		
	to attend PD		
	sessions.		
	Students not having		
	internet data		
	NB: Note the challenges		
	and lead tutors to address		
	them.		
	1.8 Ask tutors to mention	1.8 Mention how student	
	how student teachers	teachers were	
	were equipped to use	equipped to use the	
	the various strategies	various strategies and	
	and skills during STS	skills during STS	
	experience.	experience.	
	1.9 In their respective	1.9 In your groups, read	
	groups, ask tutors to	and discuss the	
	read and discuss the	introductory section of	
	introductory section of	Lesson 1 in the course	
	Lesson 1 in the course	manual including the	
	manual including the	learning outcomes and	
	learning outcomes and	indicators.	
	indicators.		
	1.10 In their groups, ask	1.10. In your groups, read	
	tutors to read the	the overview of	
	overview of content of	content of Lesson 1	
	Lesson 1 and identify	and identify any	
	any distinctive aspects	distinctive aspects of	
	of the lesson.	the lesson.	
	NB:	NB:	
	Distinctive aspects	Distinctive aspects	
	include the interactive	include the interactive	
	nature of the activities,	nature of the activities,	
	application of the	application of the	
	concepts by student	concepts by student	
	teachers during STS.	teachers during STS.	
2. Concept	2.1 In their respective	2.1 Use think-pair-share to	15 mins
Development	groups, ask tutors to use	identify and discuss	
(New learning	think-pair-share to	new concepts to be	
likely to arise in	identify and discuss new	learned in the	
lesson/s)	,	respective lessons.	
			1

 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 	concepts to be learned in the respective lessons. <i>E.g. Differentiated</i> <i>Planning and Learning for</i> <i>Early Grade</i> • The need for the Early Grade Specialism; • Misconceptions of Early Grade Specialism; • Differentiated learning, learning styles, components of the syllabus and curriculum	 E.g. Differentiated Planning and Learning for Early Grade The need for the Early Grade Specialism; Misconceptions of Early Grade Specialism; Differentiated learning, learning styles, components of the syllabus and curriculum.
	curriculum.	
out what they need to do to introduce	E.g. Differentiated	E.g. Differentiated
and explain the	Planning and Learning for	Planning and Learning for
issues/s with tutors	Upper Primary	Upper Primary
	 Understanding and ovpostation of upper 	Understanding and avnostation of upper
	expectation of upper	expectation of upper
	primary specialism;	primary specialism;
	Differentiated	Differentiated
	learning, learning	learning, learning
	styles, syllabus,	styles, syllabus,
	curriculum.	curriculum.
	E.g. Multimedia	E.g. Multimedia and Use
	development and Use for	for Upper Primary
	Upper Primary	The concepts:
	The concepts:	Multimedia;
	Multimedia;	educational
	educational	technology;
	technology;	instructional
	instructional	technology
	technology	Developing and using
	 Developing and using low cost (no 	low-cost/no-cost
	using low-cost/no-	materials;
	cost materials;	Misconceptions about the use of multimodia
	 Misconceptions about the use of 	the use of multimedia.
	about the use of	
	multimedia.	E.a. Differentiated
	E.g. Differentiated Learning and Multimedia for JHS	E.g. Differentiated Learning and Multimedia
		for JHS
	 Concepts Learning; differentiated 	-
		Concepts Learning; differentiated learning;
	learning; learning	differentiated learning;

styles and	learning styles and
strategies;	strategies;
Nature and	Nature and
components of	components of
curriculum and	curriculum and
syllabus	syllabus
Relationship	Relationship between
between curriculum	curriculum and
and syllabus.	syllabus.
N/B	
Anticipate questions from	
tutors for clarification.	
E.g. Which approaches will	
be appropriate to deliver	
Lesson 1 in the course	
manual?	
NB: 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.	
2.2 Ask tutors to use think-	2.2 use think-pair-share to
pair-share to discuss the	discuss the potential
potential barriers to	barriers to teaching
teaching and learning of	and learning of the
the concepts in the	concepts in the
respective lessons.	respective lessons.
E.g. of Misconceptions	E.g. of Misconceptions
Thoughts of curriculum	 Thoughts of curriculum
and syllabus being the	and syllabus being the
same.	same.
Misconception that	Misconception that
people with visual	people with visual
impairment cannot read	impairment cannot
and undertake certain	read and undertake
activities;	certain activities;
• Biases towards the use	Biases towards the use
of certain resources for	of certain resources for
teaching and learning	teaching and learning

	 (e.g. females not playing drums). E.g. of Barriers Large class size; Weak prior knowledge, lack of appropriate resources, lack of opportunity to use ICT due to failure of electric power (lightsout), bad/weak network, unavailability of internet bundle for students, inadequate contact time as a result of other official engagements of tutors. 2.3 Ask tutors to identify and discuss new pedagogies and how they could be used. e.g. Mixed-gender and mixed-ability group project and power-point presentation; Pyramid discussion; think-pair-share; role-play; concept mapping 	 (e.g. females not playing drums). E.g. of Barriers Large class size; weak prior knowledge, lack of appropriate resources, lack of opportunity to use ICT due to failure of electric power (lights-out), bad/weak network, unavailability of internet bundle for students, inadequate contact time as a result of other official engagements of tutors. 2.3 In your groups, identify and discuss new pedagogies and how they could be used. e.g. Mixed-gender and mixed-ability group project and power-point presentation; think-pair- share; Pyramid discussion; role-play; concept mapping 	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors 	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	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	

	may require	questions to all	categories of learners	
	clarification	categories of learners	based on gender,	
•	Noting	based on gender,	ability, previous	
	opportunities for	ability, previous	experience, etc.	
	making links to	experience, etc.		
	the Basic School	NB:	NB:	
	Curriculum	Refer to NTS 1a, 1b, 1c, 1d,	Refer to NTS 1a, 1b, 1c,	
•	Noting	2b, 2e, f, 3b, 3c.	1d, 2b, 2e, f, 3b, 3c.	
_	opportunities for	-, -, -,	-, -, -, ,,	
	• •	3.2 In their groups, ask	3.2 in your groups, read	
	integrating: GESI	tutors to read the	the suggested	
	responsiveness		activities in the course	
	and ICT and 21 st C	suggested activities in		
	skills	the course manuals and	manuals and identify	
•	Reading,	identify areas that need	areas that need	
	discussion, and	clarification.	clarification.	
	identification of			
	continuous	3.3 In their groups, ask	3.3 In your groups, use	
	assessment	tutors to use think-pair-	think-pair-share to	
	opportunities in	share to identify some	identify some	
	the lesson. Each	pedagogies and discuss	pedagogies and	
	lesson should	how they will enhance	discuss how they will	
	include at least	the learning of the	enhance the learning	
	two	concepts taking into	of the concepts taking	
		consideration issues on	into consideration	
	opportunities to	GESI, ICT, and 21stC	issues on GESI, ICT,	
	use continuous		and 21stC skills.	
	assessment to	skills.	and zisic skills.	
	support student			
	teacher learning	E.g.	E.g.	
•	Resources:	• The use of pyramid	• The use of pyramid	
	 links to the 	discussion will help	discussion will help	
	existing PD	generate many ideas	generate many ideas	
	Themes,	from student teachers	from student teachers	
	such as	on concepts being	on concepts being	
	action	learned.	learned.	
	research,	• Using reflective notes	• Using reflective notes	
	questioning,	will develop the skills of	will develop the skills	
	and other	student teachers as	of student teachers as	
			reflective practitioners.	
	external	reflective practitioners.		
	reference	Mixed-gender/mixed	Mixed-gender/mixed	
	material:	ability group work and	ability group work and	
	literature, on	presentations will	presentations will	
	the web,	enhance the skills of	enhance the skills of	
	YouTube,	student teachers in	student teachers in	
	physical	creativity, critical	creativity, critical	
	resources,	thinking, collaboration,	thinking, collaboration,	
	• • · ·			
	PowerPoint;	and communication.	and communication.	
	PowerPoint; how they should be	_	_	

used.	• The use of projects will	• The use of projects will
Consideration	help develop inquiry	help develop inquiry
needs to be	skills and digital literacy	skills and digital
given to local	of student teachers.	literacy of student
availability	-	teachers.
 guidance on 		
any power	3.3 Ask tutors to discuss the	3.3 Discuss practical ways
point	practical ways student	student teachers
presentation		
s, TLM or	teachers could use the	could use the
other	suggested pedagogies	suggested pedagogies
resources	during STS.	during STS.
which need		
to be	3.4 Lead tutors to discuss	3.4 Discuss how GESI, ICT,
	how GESI, ICT, and 21 st	and 21 st Century skills
developed to	Century skills could be	could be integrated
support	integrated into the	into the teaching and
learning	teaching and learning	learning activities.
Tutors should be	activities.	0
expected to have	E.g. GESI Issues	E.g. GESI Issues
a plan for the	 Involving all learners, 	 Involving all learners,
next lesson for	J ,	
student teachers	including those with SEN	including those with
	in undertaking	SEN in undertaking
	leadership roles in class	leadership roles in
	and group activities;	class and group
	• Females playing the role	activities;
	of males in a role play	 Females playing the
	(where applicable);	role of males in a role
	• Opportunities for both	play (where
	genders to be group	applicable);
	leaders and secretaries;	Opportunities for both
	,	genders to be group
		leaders and
		secretaries;
	ICT Skills	ICT Skills
	Designing power point	Designing power point clides for individual
	slides for individual and	slides for individual
	group presentation;	and group
	Using mobile phones	presentation;
	and other handheld ICT	Using mobile phones
	tools to surf the internet	and other handheld
	for information	ICT tools to surf the
		internet for
		information;
	21 st Century Skills	21 st Century Skills
	Assigning specific tasks	 Assigning specific tasks
	to both genders (where	to both genders
		_
	applicable) in group	(where applicable) in

Τ		
activities to ensure collaboration, communication, critical thinking, creativity, etc.	group activities to ensure collaboration, communication, critical thinking, creativity, etc.	
 3.5 In their groups, ask tutors to read the assessment section in the various course manuals and identify areas that require clarification. E. g. for the Differentiated Planning and Learning Course (Early Grade & 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. This could be used as their subject portfolio. Or part of the subject project 	3.5 In your groups, identify topics in each of the courses for continuous assessment (subject projects and subject portfolios).	
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.	3.6 In your groups, identify links to the existing PD Themes, YouTube links and discuss how they could be used.	
E.g. Make use of sign language experts, braille, tactile materials (where necessary) Refer to: Creative Approaches (Theme 1); Ouestioning (Theme 2): Talk	<i>E.g.</i> Make use of sign language experts, braille, tactile materials (where necessary). <i>Refer to:</i> Creative	
Questioning (Theme 2); Talk for Learning (Theme 3);	Approaches (Theme 1); Questioning (Theme 2);	

	Group Work (Theme 4); Teaching and Learning Materials (Theme 5). Use the following links and others to download relevant YouTube videos: https://www.youtube.com /watch?v=ZJriXTb8eJ4 https://www.youtube.com /watch?v=v3_jCp_8Z6Q https://www.youtube.com /watch?v=Syeu_I3sAJE https://www.youtube.com /watch?v=3It3-MEy2PA	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: https://www.youtube.co m/watch?v=ZJriXTb8eJ4 https://www.youtube.co m/watch?v=v3_jCp_8Z6Q https://www.youtube.co m/watch?v=Syeu_I3sAJE https://www.youtube.co m/watch?v=Syeu_I3sAJE	
	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.	 3.7 In your groups, discuss and determine assessment strategies ('as' and 'of' learning) to be used during teaching of the lesson. 	
	NB: Continuous assessment activities (assignments, quizzes, group presentations, etc.) should be used for subject projects and build subject portfolios.	NB: Continuous assessment activities (assignments, quizzes, group presentations, etc.) should be used for subject projects and build subject portfolios.	
	3.8 In their groups, ask tutors to design a sample of assessment item in line with the LOs and share with members.	3.8 In your groups design a sample of assessment item in line with the LOs and share with members.	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. 	 4.1 Ask tutors to share their views on the critical issues discussed during the session. 4.2 Ask tutors to identify any outstanding issues relating to the lesson to be addressed or clarified. 	 4.1 Share your views on the critical issues discussed during the session. 4.2 Point out any outstanding issues to be addressed or clarified. 	15 mins

 Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.3 Encourage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.	4.3 Identify a critical friend who will observe your lesson and report on it during the next PD session.
	4.4 Encourage tutors to read Lesson 2 and prepare for the next PD session.	4.4 Read Lesson 2 and prepare for the next PD session.

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings 	1.1 Welcome tutors and use a relevant icebreaker to get them ready for the PD session.	1.1 Participate in the icebreaker to prepare for the PD session.	20 mins
for a short discussion and lessons learned Reading and discussion of the introductory	1.2 Ask tutors to share their experiences on how the previous PD session helped in their lesson delivery.	1.2 Share your experiences on how the previous PD session helped in your lesson delivery.	
sections of the lesson up to and including learning	 Ask a critical friend who observed a lesson to share findings for a 	1.3 Share findings on a lesson you observed for a short discussion	

		1	
outcomes and indicatorsOverview of	short discussion and lessons learned.	and lessons learned from it.	
content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should	1.4 Lead tutors to share how student teachers were equipped to use the various strategies and skills during their STS activities.	1.4 Share how student teachers were equipped to use the various strategies and skills during their STS activities.	
identify and address any areas where tutors might require clarification on any aspect of the lesson.	1.5 Encourage tutors to share some of the challenges faced and discuss how they could be addressed.	1.5 Share some of the challenges you faced in your lesson delivery for discussion on how they could be addressed.	
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	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.	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.	
	1.7 Ask tutors to read the overview of the content of the lesson and identify the distinctive aspects.	1.7 Read the overview of the content of the lesson and identify the distinctive aspects.	
	 E.g.: Distinctive aspects interactive nature of the tutor and student teacher activities. Relationship between concepts. 	 E.g.: Distinctive aspects interactive nature of the tutor and student teacher activities. Relationship between concepts. 	

	 Application of concepts during STS. E.g. old and new curriculum (early grade and upper primary); taxonomies (educational objectives); Cone of Experience; multimedia resources. 	 Application of concepts during STS. E.g. old and new curriculum (early grade and upper primary); taxonomies (educational objectives); Cone of Experience; multimedia resources. 	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Ask tutors to use think- pair-share to identify and discuss new learning for student teachers.	2.1 Use think-pair-share to identify and discuss new learning for student teachers.	15 mins
 Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being 	 E.g. Differentiated Planning and Learning for Early Grade Nature, components, and determinants of the early grade curriculum; Distinguishing features between old and new early grade curriculum; 	 E.g.Differentiated Planning and Learning for Early Grade Nature, components, and determinants of the early grade curriculum; Distinguishing features between old and new early grade curriculum; 	
introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 E.g. Differentiated Planning and Learning for Upper Primary Nature, components, and determinants of upper primary school curriculum; Distinguishing features between old and new upper primary school curriculum; 	 E.g. Differentiated Planning and Learning for Upper Primary Nature, components, and determinants of upper primary school curriculum; Distinguishing features between old and new upper primary school curriculum; 	
	 E.g. Multimedia development and Use for Upper Primary Taxonomies of educational objectives; Criteria for selecting components of the 	 E.g. Multimedia and Use for Upper Primary Taxonomies of educational objectives; Criteria for selecting components of the curriculum/syllabus 	

curriculum/syllabus (objectives; content;	
(objectives; content; learning	
learning activities/experience.	s;
activities/experience; assessment and	
assessment and evaluation)	
evaluation)	
E.g. Differentiated E.g. Differentiated	
planning Learning and Learning and Multimedi	a
Multimedia for JHS for JHS	
Edgar Dale's Cone of Edgar Dale's Cone of	
Experience Experience	
Types and Types and	
characteristics of characteristics of	
resources; resources;	
Criteria for selecting and Criteria for selecting	
using multimedia and using multimedia	~
resources. resources.	
2.2 Ask tutors to use think- 2.2 Use think-pair-share	
pair-share technique to technique to discuss	
discuss the potential the potential barrier	
barriers and and misconceptions	
misconceptions to learning for student	10
learning for student teachers and discuss	
how they could be addressed. addressed.	
E.g. of Misconceptions E.g. of Misconceptions	
Misconception that Misconception that	
teachers at the early teachers at the early	
grade and upper primary grade and upper	
levels are not primary levels are not	
academically good; academically good;	
Misconception that Misconception that	
people with visual people with visual	
impairment cannot read; impairment cannot	
Biases towards the use read;	
of certain resources for • Biases towards the us	ie 🛛
teaching and learning of certain resources for	or
(e.g. females not playing teaching and learning	1
drums). (e.g. females not	
playing drums).	
E.g. of Barriers E.g. of Barriers	
Large class size; Large class size;	
,,	2,

	 lack of appropriate resources, lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students, inadequate contact time as a result of other official engagements of tutors. 	 lack of appropriate resources, lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students, inadequate contact time as a result of other official engagements of tutors. 	
	 2.3 In their groups, ask tutors to use think-pair- share to identify the pedagogies to be used for teaching the lesson. <i>E.g.</i> <i>Mixed-gender/mixed-</i> <i>ability group work and</i> <i>power point</i> <i>presentation;</i> <i>Model illustration;</i> <i>Pyramid discussion;</i> <i>Independent learning.</i> 	 2.3 In your groups, use think-pair-share to identify the pedagogies to be used for teaching the lesson. E.g. Mixed-gender/mixed- ability group work and power point presentation; model illustration; pyramid discussion; independent learning. 	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting opportunities for 	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,	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. (<i>Refer</i> to NTS 1a, 1b, 1c, 1d, 2b, 2e, f, 3b, 3c).	40 mins

	the Basic School	E.g. of teaching and	E.g. of teaching and
	Curriculum	learning activities:	learning activities:
•	Noting	Reflections on related	Reflections on related
	opportunities for	experiences during STS;	experiences during STS;
	integrating: GESI	Model illustrations;	Model illustrations;
	responsiveness	Mixed-gender/mixed-	Mixed-gender/mixed-
	and ICT and 21 st C	ability group work;	ability group work;
	skills	Mixed-gender/mixed-	 Mixed-gender/mixed-
•	Reading,	ability power point	ability power point
	discussion, and	presentation;	presentation;
	identification of	 Pyramid discussion; 	 Pyramid discussion;
	continuous	 Brainstorming; 	 Brainstorming;
	assessment	 Think-pair-share. 	 Think-pair-share.
	opportunities in		
	the lesson. Each	3.2 In their respective	3.2 In your groups,
	lesson should	groups, ask tutors to	identify the teaching
	include at least	identify the teaching	and learning activities
	two	and learning activities	for discussion and
	opportunities to	for discussion and	clarification.
	use continuous	clarification.	
	assessment to	E.g.	E.g.
	support student	• Ensuring the successful	• Ensuring the successful
	teacher learning	use of pyramid	use of pyramid
•	Resources:	discussion;	discussion;
	 links to the 	• Designing and using	• Designing and using
	existing PD	power point slides;	power point slides;
	Themes, for	Model illustration;	Model illustration;
	example,	Using concept	Using concept
	action	mapping/cartooning;	mapping/cartooning;
	research,	Developing reflective	Developing reflective
	questioning	notes;	notes;
	and to other	• Surfing the internet for	• Surfing the internet for
	external	relevant YouTube videos.	relevant YouTube videos.
	reference		
	material:	3.3 Ask tutors to	3.3 Demonstrate the use
	literature, on	demonstrate the use of	of some of these
	web,	some of these	suggested pedagogies
	youTube,	suggested pedagogies	in lesson delivery both
	physical	in lesson delivery both	at the College and
	resources,	at the College and	during STS.
	power point;	during STS.	
	how they should be	3.4 Lead tutors to discuss	2.4 Discuss how CESL ICT
	used.		3.4 Discuss how GESI, ICT,
	Consideration	how GESI, ICT, and 21 st	and 21 st Century skills
1	needs to be	Century skills could be	could be integrated
1	given to local	integrated into the	into the teaching and
	availability	teaching and learning	learning activities.
		activities.	

○ guidance on	E.g. GESI Issues	E.g. GESI Issues
any power	 Females playing the role 	 Females playing the
point	of males during role	role of males during
presentation	play;	role play;
	 Opportunities for both 	
other	•••	
resources	genders to be group	genders to be group
which need	leaders or secretaries;	leaders or secretaries;
	E.g., ICT Skills	E.g., ICT Skills
developed to	• Opportunities for both	Opportunities for both
support	genders to design power	genders to design
learning	point slides and lead	power point slides and
Tutors should	presentations;	lead presentations;
	 Opportunities for mixed- 	Opportunities for
have a plan for	gender/mixed-ability	mixed-gender/mixed-
the next lesson	group members to surf	ability group members
for student	the internet for	to surf the internet for
teachers	information;	information;
	E.g., 21 st Century Skills	E.g., 21 st Century Skills
	 Assigning specific tasks 	Assigning specific group
	to be performed by	tasks to be performed
	group members (to	by members (to ensure
	ensure communication;	communication;
	collaboration; creativity;	collaboration; creativity;
	critical thinking, etc.).	critical thinking, etc.).
	3.5 In their groups, ask	3.5 In your groups, read
	tutors to read the	the assessment
	assessment section in	section in the various
	the various course	course manuals and
	manuals and identify	identify areas that
	areas that require	require clarification.
	clarification.	
	NB: Refer to the Assessment	NB: Continuous
	components of Lesson 1a or	assessment activities
	Appendix 2)	(assignments, quizzes,
	E. g. for the Differentiated	group presentations, etc.
	Planning and Learning	should be used to create
	Course (Early Grade &	subject
	Upper Primary) the	projects and build subject
	assessment involves cross	portfolios).
	group activities to enable	
	student teachers reflect on	
	their observation during	
	STS, and discuss the	
	standard-based curriculum.	

This could be used as a lesson assessment.NB: Continuous assessm activities (assignments, quizzes, group presentations, etc. shou be used to create subject projects and build subject portfolios).	nent Ild ct
3.6 Lead tutors to discu the various ways th can support studen teachers to build th subject portfolio. <i>E.g. Urging student tea</i> <i>to file all their assignme</i> <i>with feedback in their</i> <i>folders; Taking notes in</i> <i>class and filing them.</i>	neyways you can supportatstudent teachers toheirbuild their subjectportfolio.chersE.g. Urging studententsteachers to file all theirassignments with feedback
3.7 In their respective groups, ask tutors to identify and discuss links to the existing Themes and youTu links and how they could be used.	s the the links to the existing PD existing PD Themes
E.g. Refer to: Question (Theme 2); Talk for Learning (Theme 3); Gu Work (Theme 4); Use the following links others to download relevant YouTube vide https://www.youtube. /watch?v=4cyq_vFor8/ https://www.youtube. /watch?v=jTHEoKKhIne https://www.youtube. /watch?v=SdM-i1ZY3c. https://www.youtube. /watch?v=4-oE0UNe55 https://www.youtube. /watch?v=Es5020s52i	(Theme 2); Talk forroupLearning (Theme 3);Group Work (Theme 4).andUse the following linksand others to downloados:relevant YouTube videos:comhttps://www.youtube.coAm/watch?v=4cyq_vFor8Acomhttps://www.youtube.coAm/watch?v=jTHEoKKhIn4comhttps://www.youtube.coAm/watch?v=SdM-i1ZY3cAcomhttps://www.youtube.coAm/watch?v=SdM-i1ZY3cAcomhttps://www.youtube.co5Am/watch?v=4-comoEOUNe55A

		https://www.youtube.com /watch?v=7SDo00oJZ40 https://www.youtube.com /watch?v=3nVWfpHCGZU	https://www.youtube.co m/watch?v=Es5O2Os52i M https://www.youtube.co m/watch?v=7SDo00oJZ40 https://www.youtube.co m/watch?v=3nVWfpHCGZ U	
		3.7 Inform and encourage tutors to read Lesson 3 of the course manual and prepare for the next PD session.	3.7 Read Lesson 3 of the course manual and prepare for the next PD session.	
4. •	Evaluation and review of session: Tutors should Identifying	4.1 Ask tutors to summarise the salient points discussed during the PD session.	4.1 Summarise the salient points discussed during the PD session.	15 mins
•	critical friends to observe lessons and report at next session. Identifying and addressing any	4.2 Ask tutors to use think- pair-share to identify any outstanding issue relating to the lesson to be addressed or clarified.	4.2 Use think-pair-share to identify any outstanding issue relating to the lesson to be addressed or clarified.	
	outstanding issues relating to the lesson/s for clarification	4.3 Inform and encourage tutors to identify a critical friend to observe their lesson and report on it at the next PD session.	4.3 Identify a critical friend to observe their lesson and report on it at the next PD session.	

Tutor PD Session for Lesson 3

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

Name of Course/s:

 Differentiated Planning and Learning for Early Grade;
 Differentiated Planning and Learning for Unner Drimgrup 2 Multimedia and Use for

Upper Primary; 3. Mulitmedia 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the 	 1.1 Welcome tutors to the third PD session and get them ready for the session using a relevant icebreaker. 1.2 Ask tutors to discuss how beneficial the previous PD session was to them in delivering their lesson. 1.3 Invite a critical friend 	 1.1 Participate in the icebreaker to prepare you for the session. 1.2 Discuss how beneficial the previous PD session was to you in your lesson delivery. 1.3 Share findings on a 	20 mins
lesson up to and	who observed a lesson	lesson you observed	

including learning outcomes and	to share experiences for a short discussion. and	for a short discussion and lessons learned	
indicators	lessons learned.	from it.	
 Overview of content and 	1.4 Elicit from tutors the	1.4 Share the challenges	
identification of	challenges they faced in	you faced in your	
any distinctive	their lesson delivery.	lesson delivery for	
aspects of the	NB:	discussion on how	
lesson/s,	Note the challenges and	they could be	
NB The guidance for SL/HoD should	lead a discussion to address them.	addressed.	
identify and address			
any areas where	1.5 In their respective	1.5 In your groups, read	
tutors might require	groups, ask tutors to	and discuss the	
clarification on any	read and discuss the	introductory sections	
aspect of the lesson.	introductory sections of	of Lesson 3, including	
NB SL/HoD should ask tutors to plan	Lesson 3, including the description; previous	the description; previous student	
for their teaching as	student teacher	teacher knowledge;	
they go through the	knowledge; possible	possible barriers to	
PD session	barriers to learning the	learning the lesson;	
	lesson; mode of lesson	mode of lesson	
	delivery; overarching and learning outcomes,	delivery; overarching and learning	
	as well as the indicators.	outcomes, as well as	
		the indicators.	
	1.6 Ask tutors to read the	1.6 Read the overview of	
	overview of the content	the content of the	
	of the lesson and	lesson and identify the	
	identify the distinctive aspects including the	distinctive aspects including the	
	fundamental concepts.	fundamental concepts.	
	Distinctive aspects	Distinctive aspects	
	interactive nature of the	interactive nature of	
	activities, emphasis on	the activities, emphasis	
	connecting concepts	on connecting concepts and their	
	and their applications:	application:	
	E.g. Early Grade	E.g. Early Grade	
	Criteria for selecting	Criteria for	
	and applying basic	selecting and	
	components (objectives: content:	applying basic	
	(objectives; content; activities/experience	components (objectives;	
	; assessment and	content;	
	evaluation) of the	activities/experienc	

			I
	curriculum (NTS 2a,	e; assessment and	
	2b, 2c, 3a).	evaluation) of the	
		curriculum (NTS 2a,	
		2b, 2c, 3a).	
	E.g. Upper Primary	E.g. Upper Primary	
	Criteria for selecting	Criteria for	
	and applying basic	selecting and	
	components	applying basic	
	(objectives; content;	components	
	activities/experienc;	(objectives;	
	assessment and	content;	
	evaluation) of the	activities/experienc	
	curriculum.	e; assessment and	
		evaluation) of the	
		curriculum.	
	Application of the	Application of the	
	constructivist	constructivist	
	theories and	theories and	
	principles of learning	principles of	
	to development and	learning to	
	use of multimedia	development and	
	resources (NTS 2e).	use of multimedia	
	E.g., JHS	resources (NTS 2e).	
	Application of differentiated	E.g. JHS	
	instructional approaches in	Application of	
	diverse learning classrooms	differentiated of	
	to enhance learning among	differentiated	
	early adolescents (NTS 1a,	instructional approaches	
	2c, 3c, 3d, 3e, 3f, 3g, 3m,	in diverse learning	
		classrooms to enhance	
	Зр).	learning among early	
		adolescents (NTS 1a, 2c,	
		• • •	
		3c, 3d, 3e, 3f, 3g, 3m, 3p).	
2. Concept	2.1 Ask tutors to use think-	2.1 Use think-pair-share to	15 mins
Development	pair-share to identify	identify and discuss	
(New learning	and discuss new	new learning for	
likely to arise in	learning for student	student teachers.	
lesson/s):	teachers.	E.g., Differentiated	
Identification	E.g., Differentiated	Planning and Learning for	
and discussion	Planning and Learning for	Early Grade	
of new learning,	Early Grade	Criteria for selecting	
potential	Criteria for selecting	content standards;	
barriers to	content standards;	Criteria for selecting	
learning for	Criteria for selecting	indicators and	
student teachers	indicators and	exemplars;	
or students,	exemplars;		

concepts or	Criteria for selecting	Criteria for selecting
pedagogy being	assessment and	assessment and
introduced in	evaluation practices.	evaluation practices.
the lesson,	E.g., Differentiated	E.g. Differentiated
which need to	Planning and Learning for	Planning and Learning
be explored with	Upper Primary	for Upper Primary
the SL/HoD	Criteria for selecting	 Criteria for selecting
NB The guidance for	content standards;	content standards;
SL/HoD should set	Criteria for selecting	Criteria for selecting
out what they need	indicators and	indicators and
to do to introduce	exemplars;	exemplars;
and explain the	Criteria for selecting	Criteria for selecting
issues/s with tutors	assessment and	assessment and
	evaluation practices.	evaluation practices.
	E.g.Multimedia	E.g.Multimedia
	development and Use for	development and Use for
	Upper Primary	Upper Primary
	Relevance of	Relevance of
	constructivist theories to	constructivist theories
	development and use of	to development and
	learning resources in	use of learning
	primary schools;	resources in primary
	 Application of the 	schools;
	principles of learning in	 Application of the
	the use of learning	principles of learning in
	resources in diverse	the use of learning
	learning settings in	resources in diverse
	primary schools.	learning settings in
		primary schools.
	E.g., Differentiated	E.g.Differentiated
	planning, Learning and	planning, Learning and
	Multimedia for JHS	Multimedia for JHS
	Using creative and	Using creative and
	indigenous approaches	indigenous approaches
	in stimulating learning	in stimulating learning
	in inclusive early	in inclusive early
	adolescent classrooms.	adolescent classrooms.
	 Using collaborative and experiential learning 	 Using collaborative and experiential
	approaches to facilitate	learning approaches to
	learning in inclusive	facilitate learning in
	early adolescent	inclusive early
	classrooms.	adolescent classrooms.
	Using talk for learning approaches to facilitate	Using talk for learning approaches to
	approaches to facilitate	approaches to
	learning in inclusive	facilitate learning in

early adolese	-
classrooms.	adolescent classrooms.
2.2 In their grou	ps, ask 2.2 In your groups, discuss
tutors to dis	
potential ba	•
learning for	-
teachers and	
how they co	
addressed.	
E.g., of Misconce	eptions E.g., of Misconceptions
Misconceptio	
teachers at th	
grade and up	
levels are not	
academically	, ,
Misconceptio	
people with v	
impairment d	
Biases toward	
of certain res	
teaching and	
(e.g. females	
drums).	playing drums).
E.g. of Barriers	E.g. of Barriers
<i>E.g. of Barriers</i> • Large class si	<i>E.g. of Barriers</i> • Large class size;
<i>E.g. of Barriers</i> • Large class si • weak prior kr	E.g. of Barriersze;• Large class size;nowledge,• weak prior knowledge,
 <i>E.g. of Barriers</i> Large class si weak prior kr lack of appropriation 	E.g. of Barriersze;• Large class size;nowledge,• weak prior knowledge,priate• lack of appropriate
 E.g. of Barriers Large class si weak prior kr lack of appropresources, 	E.g. of Barriersze;Large class size;nowledge,weak prior knowledge,priatelack of appropriate resources,
 E.g. of Barriers Large class si weak prior kr lack of appropresources, lack of opport 	E.g. of Barriersze;Large class size;nowledge,weak prior knowledge,priatelack of appropriate resources,tunity tolack of opportunity to
 E.g. of Barriers Large class si. weak prior kr lack of appropresources, lack of opporruse ICT due to 	E.g. of Barriersze;Large class size;nowledge,weak prior knowledge,priatelack of appropriateresources,lack of opportunity touse ICT due to failure ofuse ICT due to failure of
 E.g. of Barriers Large class si. weak prior kr lack of appropresources, lack of opportuse ICT due to electric power 	E.g. of Barriersze;Large class size;howledge,weak prior knowledge,priatelack of appropriatetunity tolack of opportunity totunity tolack of opportunity tob failure ofuse ICT due to failure ofr (lights-electric power (lights-
 E.g. of Barriers Large class si. weak prior kr lack of appropriation of the second content of th	E.g. of Barriersze;Large class size;howledge,weak prior knowledge,priatelack of appropriateresources,lack of opportunity totunity tolack of opportunity toof failure ofuse ICT due to failure ofr (lights-electric power (lights-ak network,out), bad/weak
 E.g. of Barriers Large class si. weak prior kr lack of approresources, lack of opportuse ICT due to electric powerout), bad/weroutability 	E.g. of Barriersze;Large class size;howledge,weak prior knowledge,priatelack of appropriateresources,lack of opportunity totunity tolack of opportunity too failure ofuse ICT due to failure ofr (lights-electric power (lights-ak network,of internet
 E.g. of Barriers Large class si. weak prior kr lack of appropriation of the second se	E.g. of Barriersze;Large class size;nowledge,weak prior knowledge,priatelack of appropriateresources,lack of opportunity totunity tolack of opportunity toof failure ofuse ICT due to failure ofr (lights-electric power (lights-ak network,of internetudents,of internet bundle for
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate sources, lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store inadequate comparison of the store of the store	E.g. of Barriersze;Large class size;howledge,weak prior knowledge,priatelack of appropriatetunity tolack of opportunity too failure ofuse ICT due to failure ofr (lights-electric power (lights-ak network,of internetv of internetnetwork, unavailabilityontact timestudents,
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate control (1970) lack of opport use ICT due to electric power out), bad/wer unavailability bundle for store as a result of the second control (1970) 	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, • lack of appropriate resources,tunity to o failure of
 E.g. of Barriers Large class si. weak prior kr lack of approgresources, lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store inadequate coas a result of official engaged 	E.g. of Barriersze;Large class size;howledge,weak prior knowledge,priatelack of appropriateresources,lack of opportunity totunity tolack of opportunity toof failure ofuse ICT due to failure ofr (lights-electric power (lights-ak network,of internetudents,of internet bundle forotherinadequate contacttime as a result of
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate control (1970) lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store as a result of the second context on	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, • lack of appropriate resources,• lack of appropriate resources,tunity to o failure of r (lights- ak network, of internet udents, other gements of• lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students,other gements of• inadequate contact time as a result of other official
 E.g. of Barriers Large class si. weak prior kr lack of approgresources, lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store inadequate coas a result of official engage tutors. 	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, priate• Large class size; • weak prior knowledge, • lack of appropriate resources,tunity to o failure of r (lights- ak network, of internet udents, other gements of• Large class size; • weak prior knowledge, • lack of appropriate resources,tunity to o failure of r (lights- ad network, unavailability of internet buddents, other other gements of• Iack of appropriate resources,• lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students, • inadequate contact time as a result of other official engagements of tutors.
 E.g. of Barriers Large class si. weak prior kr lack of approgresources, lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store inadequate coas a result of official engage tutors. 2.3 Ask tutors to be a set of the set of	E.g. of Barriersze;Large class size;howledge,weak prior knowledge,priatelack of appropriatetunity tolack of opportunity too failure ofuse ICT due to failure ofr (lights-electric power (lights-ak network,of internetudents,of internetotherinadequate contacttime as a result ofother officialements of2.3 Identify pedagogies to
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate sources, lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store inadequate coas a result of official engage tutors. 2.3 Ask tutors to pedagogies to the source of the sourc	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, priate• Large class size; • weak prior knowledge, • lack of appropriate resources,tunity to o failure of r (lights- ak network, of internet udents, other gements of• lack of appropriate resources,• lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students,• inadequate contact time as a result of other official engagements of tutors.• identify to be used2.3 Identify pedagogies to be used in teaching
 E.g. of Barriers Large class si. weak prior kr lack of approgressources, lack of opportuse ICT due to electric power out), bad/wer unavailability bundle for store inadequate coas a result of official engage tutors. 2.3 Ask tutors to pedagogies to in teaching to the store of t	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, • lack of appropriate resources,• lack of appropriate resources,tunity to o failure of r (lights- ak network, of internet udents, ontact time other gements of• lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students,• inadequate contact time as a result of other official engagements of tutors.• identify to be used he lesson.2.3 Identify pedagogies to be used in teaching the lesson.
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate approprise appropriate appropriate appropriate appropriate appropriate a	ze; nowledge, priateE.g. of Barriers1Large class size;•Large class size;•weak prior knowledge,•lack of appropriate resources,tunity to of failure of r (lights- ak network, of internet udents, ontact time other gements of••lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students,•inadequate contact time as a result of other official engagements of tutors.•identify to be used he lesson.•identify pedagogies to be used in teaching the lesson.
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate the second content of the second content	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, priate• Large class size; • weak prior knowledge, • lack of appropriate resources,tunity to o failure of r (lights- ak network, of internet udents, ontact time other gements of• lack of appropriate resources,• lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students,• inadequate contact time as a result of other official engagements of tutors.• identify to be used he lesson.• ivities• Reflective activities
 E.g. of Barriers Large class si. weak prior kr lack of appropries appropriate approprise appropriate appropriate appropriate appropriate appropriate a	ze; nowledge, priateE.g. of Barriers• Large class size; • weak prior knowledge, priate• Large class size; • weak prior knowledge, • lack of appropriate resources,tunity to o failure of r (lights- ak network, of internet udents, ontact time other gements of• lack of appropriate resources,• lack of opportunity to use ICT due to failure of electric power (lights- out), bad/weak network, unavailability of internet bundle for students,• inadequate contact time as a result of other official engagements of tutors.• identify to be used he lesson.• ivities• Reflective activities

		Questioning	Questioning	
		 Mixed gender/mixed- 	 Mixed gender/mixed- 	
		ability group discussion;	ability group	
			discussion;	
		• Independent study.	,	
			Independent study	
3.	Planning for	3.1 In their respective	3.1 Discuss the teaching	40 mins
	teaching,	groups, ask tutors to	and learning activities	
	learning and	read and discuss the	for Lesson 3, making	
	assessment	teaching and learning	sure student teachers	
	activities for the	activities for Lesson 3,	with SEN are catered	
	lesson/s	making sure student	for; student teachers	
•	Reading and	teachers with SEN are	are actively involved;	
	discussion of the	catered for; student	fair distribution of	
	teaching and	teachers are actively	questions to all	
	learning activities	involved; fair	categories of learners	
•	Noting and	distribution of	based on gender,	
	addressing areas	questions to all	ability, prior	
	where tutors may	categories of learners	experience, etc. (R <i>efer</i>	
	require	based on gender,	to NTS 1a, 1b, 1c, 1d,	
	clarification	ability, prior experience,	2b, 2e, f, 3b, 3c).	
		etc. (Refer to NTS 1a,	20, 20, 3, 30, 30,	
•	Noting	1b, 1c, 1d, 2b, 2e, f, 3b,		
	opportunities for	3c).		
	making links to	E.g. of teaching and	E.g. of teaching and	
	the Basic School	learning activities:	learning activities:	
	Curriculum	-		
•	Noting	Reflections on related avanciances during STS:	Reflections on related avance during STS:	
	opportunities for	experiences during STS;	experiences during STS;	
	integrating: GESI	Questioning;	Questioning;	
	responsiveness	Mixed-gender/mixed- ability generation	Mixed-gender/mixed- ability generations	
	and ICT and 21 st C	ability group work;	ability group work;	
	skills	Mixed-gender/mixed-	Mixed-gender/mixed-	
•	Reading,	ability power point	ability power point	
	discussion, and	presentation;	presentation;	
	identification of	• Independent study.	• Independent study.	
	continuous			
	assessment	3.2 In their respective	3.2 In your groups, identify	
	opportunities in	groups, ask tutors to	teaching and learning	
	the lesson. Each	identify teaching and	activities in the course	
	lesson should	learning activities in the	manuals that needs	
	include at least	course manuals that	clarification.	
	two	needs clarification.		
	opportunities to	NB:		
	opportunities to			
	use continuous	Take note of pedagogies		
		Take note of pedagogies that need to be clarified and		
	use continuous			

ND. Defer to the accessment	NB. Defor to the
NB: Refer to the assessment	NB: <i>Refer to the</i>
components of Lesson 1a or	assessment components of
Appendix 2)	Lesson 1a or Appendix 2)
E. g. for the Differentiated	
Planning and Learning	
Course (Early Grade &	
Upper Primary) 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.	
This could be used as an in-	
lesson assessment.	
NB: Continuous assessment	
activities (assignments,	
quizzes, group	
presentations, etc. should	
be used to create subject	
projects and build subject	
portfolios).	
F - 3	
3.6 In their respective	3.6 In your groups, ask
groups, ask tutors to	tutors to identify and
identify and discuss the	discuss the links to the
links to the existing PD	existing PD Themes
Themes and YouTube	and YouTube links and
links and how they	how they could be
could be used.	used.
<i>E.g.</i>	<i>E.g.</i>
Refer to: Creative	Refer to: Creative
Approaches (Theme 1);	Approaches (Theme 1);
Questioning (Theme 2); Talk	Questioning (Theme 2);
for Learning (Theme 3);	Talk for Learning (Theme
Group Work (Theme 4);	
1 1 1	3); Group Work (Theme 4);
Teaching and Learning	Teaching and Learning
Materials (Theme 5)	Materials (Theme 5)
Use the following links and	Use the following links
others to download	and others to download
relevant YouTube videos:	relevant YouTube videos:
https://www.youtube.com	https://www.youtube.co
/watch?v=v2dlhyJSQfY	<u>m/watch?v=v2dlhyJSQfY</u>

		https://www.youtube.com/watch?v=NXVIEI66dI0https://www.youtube.com/watch?v=DwWdAtUGv0whttps://www.youtube.com/watch?v=WXHE7uuFqvghttps://www.youtube.com/watch?v=Bnd_di_cqGQhttps://www.youtube.com/watch?v=7Zhv9ELy3hUhttps://www.youtube.com/watch?v=rWEwv_qobpUhttps://www.youtube.com/watch?v=rWEwv_qobpUhttps://www.youtube.com/watch?v=YwIFtVHaZHY3.7 Inform and encouragetutors to read Lesson 4of the course manualand prepare for thenext PD session.	https://www.youtube.com/watch?v=NXVIEI66dI0https://www.youtube.com/watch?v=DwWdAtUGvOwhttps://www.youtube.com/watch?v=WXHE7uuFqvghttps://www.youtube.com/watch?v=Bnd_di_cqGQhttps://www.youtube.com/watch?v=7Zhv9ELy3hUhttps://www.youtube.com/watch?v=rWEwv_qobpUhttps://www.youtube.com/watch?v=rWEwv_qobpUhttps://www.youtube.com/watch?v=YwIFtVHaZHY3.7 Read Lesson 4 of thecourse manual andprepare for the nextPD session.	
4.	Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at	 4.1 Ask tutors to summarise the main issues discussed during the PD session. 4.2 Ask tutors to use think- pair-share to identify any outstanding issue 	 4.1 Summarise the main issues discussed during the PD session. 4.2 Use think-pair-share to identify any outstanding issue 	15 mins
•	next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	 relating to the lesson to be addressed or clarified. 4.3 Inform tutors to identify a critical friend to observe their lesson and report on it at the next PD session. 	 relating to the lesson to be addressed or clarified. 4.3 Identify a critical friend to observe their lesson and report on it at the next PD session. 	

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	 Let any tutor share a joke or story as an ice breaker 1.1. Ask critical friends (preferably 2) to share their findings and observation from the previous week's lessons for discussion. 1.2. Refer tutors to read (in groups) the introduction sections of the respective courses up to the learning outcomes and indicators and 	 1.1. Share your findings and observation from the previous week's lesson(s) 1.2. In your respective groups, read the introduction sections of the respective courses up to the learning outcomes and indicators and 	20 mins

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

and explain the issues/s with tuto	 2.2. Request tutors to generate some potential barriers to learning for each of the lessons for the respective courses e.g. (i) Large class size vis-a-vis the suggested teaching activities such as presentations and individual assignments (EG/PRY) (ii) Biases in favour or against the use of certain resources (e.g. songs & videos) for teaching (PRY) (iii) Student teachers may not have adequate communicating skills (JHS). 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. e.g. the effective application of teaching approaches such as play, indigenous games, and group work. 	 2.2. Generate some potential barriers to the teaching and learning of each of the lessons for respective courses 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. 	
 3. Planning for teaching, learning and assessment activities for tesson/s Reading and discussion of teaching and learning activities 	and discussions. e.g. the use of digital he puzzles and indigenous games, and jigsaw.	3.1. Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.	40 mins

•	Noting and	3.2. Ask tutors to compare	3.2. Compare the content
	addressing areas	the content and	and activities for the
	where tutors	activities for the	lesson(s) under focus
	may require	lesson(s) under focus	with the structure and
	clarification	with the structure and	components of the
•	Noting	components of the	Basic School
	opportunities for	Basic School Curriculum	Curriculum to discuss
	making links to	to discuss any	any connections
	the Basic School	connections.	observed.
		e.g. teaching strategies,	00501700
	Curriculum	methods and activities	
•	Noting		
	opportunities for	prescribed for specific	
	integrating: GESI	themes and strands in the	
	responsiveness	Basic School Curriculum.	
1	and ICT and 21 st C	Moreover, the content of	
	skills	the curriculum is organised	
•	Reading,	from simple to complex	
1	discussion, and	tasks and knowledge as	
	identification of	with lessons for the	
1	continuous	respective courses.	
1	assessment		
	opportunities in	3.3. Ask tutors to identify	3.3. Identify opportunities
1	the lesson. Each	opportunities to	to incorporate GESI,
1		incorporate GESI, ICT	ICT and 21 ^{st-} century
1	lesson should	and 21 st -century skills in	skills in the teaching
	include at least	-	and learning activities.
	two	the teaching and	
	opportunities to	learning activities	
	use continuous	e.g. fairly distributing	e.g. assigning learning
	assessment to	teaching and learning	tasks and roles to students
	support student	activities, tasks and roles	mindful of gender and
	teacher learning	regardless of student's	socio-economic
•	Resources:	gender and socio-economic	characteristics (GESI)
	 links to the 	characteristics (GESI), the	using simple technological
	existing PD	use of YouTube and other	tools to support teaching
	Themes, such	web-based resources for	and learning, and (ICT)
	as action	teaching, learning and	using independent and
	research,	presentation of tasks such	group study opportunities
	•	as PowerPoint	(developing 21-century
	questioning,	presentations and videos	skills).
	and other	(ICT)	
	external	Provide opportunities for	
	reference		
	material:	individual and group works	
	literature, on	to foster some of the	
	the web,	expected 21 st -century skills	
	YouTube,	such as critical thinking,	
	physical	communication and	
	resources,	collaboration.	

PowerPoint; how they should be used. Consideration needs to be given to local availability o guidance on any power point presentations, TLM or other resources which need to	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. Please refer to Appendix for details for the subject project and subject portfolio	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).	
be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	 3.5. Refer tutors to the various PD themes (manual or electronic) and lead the discussion to identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s). e.g. theme 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). 	 3.5. Refer to the various PD themes (manual or electronic) and identify the links between them and the suggested teaching and learning strategies and activities for the lesson(s). e.g. theme 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). 	
	3.6. Lead tutors to generate other resources that may be used to complement those suggested for the specific lesson(s) in the course manuals. e.g., specific YouTube materials or links, textbook materials or PowerPoint	3.6. Generate other resources that may be used to complement those suggested for specific lessons in the course manuals. e.g., specific YouTube materials or links, textbook materials or PowerPoint slides, local	

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

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

Name of Subject/s: 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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	 Ask any tutor to share an ice breaker 1.1. Ask critical friends (preferably 2) to share their findings and observation from the previous week's lessons for discussion. e.g., the strengths (such as effective application of teaching and learning activities) and weaknesses (inability to complete all tasks within the lesson). 1.2. Refer tutors to read (in groups) the introduction sections of sections sections of sections sections of sections	 1.1. Share your findings and observation from the previous week's lesson(s). What were the ups and downs of the lesson(s)? 1.2. In your respective groups, read the introduction sections 	20 mins

 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 	 the respective courses up to the learning outcomes and indicators. 1.3. Request tutors to share their thoughts of what they have read. e.g., what skill(s), knowledge and competencies are expected to be demonstrated from the lesson(s). 1.4. Lead tutors to read the overview of each course's lesson(s) content to identify distinctive features for discussion. e.g. How different is the current lesson from the preceding week in terms of content, skills and dimensions of knowledge 	of the respective courses up to the learning outcomes and indicators. 1.3. Share your thoughts about what you read with your colleagues. 1.4. Read the overview of each course's lesson(s) content to identify the distinctive features for discussion. e.g. How different is the current lesson from the preceding week in terms of content, skills and dimensions of knowledge	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD 	for the same course but different specialisms? 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: 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. 2.2. Prompt tutors to generate some potential barriers to the	for the same course but different specialisms? 2.1. Study the subtopics in the lesson for each course in the respective specialisms and share your thoughts with your group. 2.2. Generate some potential barriers to learning by student	15 mins

SL ou to ar	B The guidance for /HoD should set at what they need do to introduce ad explain the sues/s with tutors	 teaching and learning of the lesson(s) for respective courses e.g. Misconceptions and prejudices about the use of play and songs for teaching. Most people see these as 'time wasters' (Early grade & PRY). Students have not started teaching full classes and may therefore have difficulties in conceptualising how to communicate in class effectively (PRY & JHS) 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. 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). 	 teachers for each of the lessons for respective courses 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. 	
•	Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities	 3.1. Lead tutors to read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions. e.g., Indigenous songs/rhymes; Indigenous games; Foreign songs/rhymes 	3.1. Read through the teaching and learning activities and note unfamiliar ones for clarifications and discussions.	40 mins

•	Noting and	3.2. Ask tutors to compare	3.2. Compare the content	
	addressing areas	the content and	and activities for the	
	where tutors	activities for the	lesson(s) under focus	
	may require	lesson(s) under focus	with the structure and	
	clarification	with the structure and	components of the	
			Basic School	
•	Noting	components of the		
	opportunities for	Basic School Curriculum	Curriculum to discuss	
	making links to	to discuss any	any connections.	
	the Basic School	connections.		
	Curriculum	e.g., teaching strategies,		
•	Noting	methods and activities such		
	opportunities for	as play, games prescribed		
	integrating: GESI	for teaching specific themes		
	responsiveness	and strands in the Basic		
	and ICT and 21 st C	School Curriculum.		
	skills			
•	Reading,	3.3. Ask tutors to identify	3.3. Identify opportunities	
	discussion, and	opportunities to	to incorporate GESI,	
	identification of	incorporate GESI, ICT	ICT and 21 ^{st-} century	
	continuous	and 21 ^{st-} century skills in	skills in the teaching	
	assessment	the teaching and	and learning activities.	
		learning activities		
	opportunities in the lesson. Each	<i>e.g.</i> democratically assign	e.g. assigning learning	
		teaching and learning	tasks and roles to students	
	lesson should	activities, tasks, and	mindful of gender and	
	include at least	leadership roles to foster	socio-economic	
	two	gender and social inclusivity	characteristics, using	
	opportunities to	-	· _	
	use continuous	(GESI), asking students to	simple technological tools	
	assessment to	download materials from	to support teaching and	
	support student	YouTube and other web-	learning, and using	
	teacher learning	based resources	independent and group	
•	Resources:	presentation of tasks	study opportunities for	
	\circ links to the	through PowerPoint and	developing 21-century	
	existing PD	videos (ICT)	skills.	
	Themes, such	the use of face-to-face,		
	as action	independent and group		
	research,	work to inculcate some of		
	questioning,	the expected 21 st -century		
	and other	skills such as critical		
	external	thinking, communication		
	reference	and collaboration.		
	material:			
	literature, on	3.4. With reference to the	3.4. Study the continuous	
	the web,	lesson 1 PD session, ask	assessment activities	
	youtube,	tutors to review the	and tasks for the	
	physical	suggested assessments	lesson and highlight	
	resources,	for the individual	the aspects and	
	.,			

	DeurenDetat			I
	PowerPoint; how they	lessons and discuss	components that have	
	should be used.	which aspects or	been selected to form	
	Consideration	components should be	part of the school	
	needs to be	part of the subject	project or subject	
	given to local	portfolio and subject	project, or portfolio	
	availability	project.	(where applicable).	
		Please refer to Appendix 2		
	 guidance on 	for details		
	any power			
	point	3.5. Refer tutors to the	3.5. Refer to the various	
	presentations,	various PD themes	PD themes (manual or	
	TLM or other	(manual or electronic)	electronic) and	
	resources	and lead the discussion	identify the links	
	which need to		between them and	
	be developed	to identify the links		
	to support	between them and the	the suggested	
	learning	suggested teaching and	teaching and learning	
•	Tutors should be	learning strategies and	strategies and	
	expected to have	activities for the	activities for the	
	a plan for the	lesson(s).	lesson(s).	
	next lesson for	e.g., Theme 1: creative	e.g., Theme 1: creative	
	student teachers	approaches including	approaches including	
	student teachers	modelling, games, songs,	modelling, games, songs,	
		role-play, play, poems and	role-play, play, poems and	
		rhymes (Early Grade& Pry)	rhymes (Early Grade& Pry)	
		Theme 2: Questioning and	Theme 2: Questioning and	
		its types and uses (JHS);	its types and uses (JHS);	
		Theme 3: talk for learning-	Theme 3: talk for learning-	
		disputational talk,	disputational talk,	
		cumulative talk,	cumulative talk,	
		exploratory talk (PRY).	exploratory talk (PRY).	
		3.6. Lead tutors to generate	3.6. Generate other	
		other resources that	resources that may be	
		may be used to	used to complement	
		complement those	those suggested for	
		suggested for specific	specific lessons in the	
		lessons in the course	course manuals.	
		manuals.		
		e.g. specific YouTube	e.g. specific YouTube	
		materials or links, textbook	materials or links, textbook	
		materials or PowerPoint	materials or PowerPoint	
		slides, local resources from	slides, local resources from	
			· · ·	
		the community.	the community.	
4.	Evaluation and	4.1. Lead tutors to identify	4.1. Identify critical	15 mins
	review of	critical friend(s) to	friend(s) to observe	
	session:	observe lessons and	your lesson(s) and	
L			,	

	report at the next	
 Tutors should Identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification Tutors should report at the next session. Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) 	report at the next session. 4.2. Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification.	

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

Name of Subject/s: 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 references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and 	 Any tutor gives an ice breaker 1.1. Ask critical friend(s) (preferably 2) to share their findings and observation from the previous week's lessons for discussion 1.2. Refer tutors to read (in groups) the introduction sections of the respective courses up to the learning outcomes and indicators and share their thoughts on what they have read. e.g., what skill(s), knowledge and 	 1.1. Share your findings and observation from the previous week's lessons 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. 	20 mins

· · · · ·			,
identification of	competencies are expected		
any distinctive	to be demonstrated from		
aspects of the	the lesson(s)		
lesson/s,			
NB The guidance for	1.4. Lead tutors to read the	1.4. Read the overview of	
SL/HoD should	overview of each	each course's lesson(s)	
identify and address	course's lesson(s)	content to identify the	
any areas where	content to identify	distinctive features for	
tutors might require	distinctive features of	discussion.	
clarification on any	the lessons under focus.		
aspect of the lesson.	e.g., How different is the	e.g., How different is the	
NB SL/HoD should	current lesson from the	current lesson from the	
ask tutors to plan for	preceding week in terms of	preceding week in terms	
their teaching as	content, skills and	of content, skills and	
they go through the	dimensions of knowledge	dimensions of knowledge	
PD session	for the same course but	for the same course but	
	different specialisms.	different specialisms.	
	For instance, how is the LOs	How is the LOs and LIs in	
	and LIs in this lesson	this lesson different from	
	different from the preceding	the preceding week's?	
	week's?		
2. Concept	2.1. Ask tutors to study the	2.1. Study the subtopics in	15 mins
Development	subtopics in the lesson	the lesson for each	
(New learning	for each course in the	course in the	
likely to arise in	respective specialisms	respective	
lesson/s):	and share their views	specialisms and share	
Identification	and understanding.	your thoughts with	
and discussion of	e.g., The use of play as	your colleagues.	
new learning,	pedagogy for Early Grade.	your concugues.	
potential	The use of questioning and		
barriers to	Talk for learning		
learning for	approaches (PRY)		
student teachers	<i>Community resources (PRY).</i>		
or students,	Barriers, theories and		
,	principles of learning and		
concepts or	instruction		
pedagogy being introduced in the			
	in multimedia development		
lesson, which	and use (JHS)		
need to be		2.2. Concepts some	
explored with	2.2. Prompt tutors to	2.2. Generate some	
the SL/HoD	generate some	potential barriers to	
NB The guidance for	potential barriers to	learning by student	
SL/HoD should set	learning by student	teachers for each of	
out what they need	teachers for each of	the lessons for	
I the she the test sector of the sector of t	locconc for recoective	respective courses	1
to do to introduce	lessons for respective	respective courses	

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

	activities for the lesson/s	ones for clarifications and discussions.	clarifications and discussions.
	-		
•	Reading and	e.g., Indigenous games;	
	discussion of the	group work and	
	teaching and	presentations.	
	learning activities		
•	Noting and	3.2. Ask tutors to compare	
	addressing areas	the content and activities	
	where tutors may	for the lesson(s) under	3.2. Compare the content
	require	focus with the structure and	and activities for the
	clarification	components of the Basic	lesson(s) under focus with
•	Noting	School Curriculum to	the structure and
	opportunities for	discuss any connections.	components of the Basic
	making links to	e.g., teaching strategies,	School Curriculum to
	the Basic School	methods and activities	discuss any connections.
	Curriculum	prescribed for specific	
•	Noting	themes and strands in the	
	opportunities for	Basic School Curriculum	
	integrating: GESI		
	responsiveness	3.3. Ask tutors to identify	3.3. Identify opportunities
	and ICT and 21 st C	opportunities to	to incorporate GESI,
	skills	incorporate GESI, ICT	ICT and 21 ^{st-} century
•	Reading,	and 21 ^{st-} century skills	skills in the teaching
•	-	in the teaching and	and learning
	discussion, and	learning activities	activities.
	identification of	<i>e.g.,</i> democratically assign	<i>e.g.,</i> assigning learning
	continuous	teaching and learning	tasks and roles to students
	assessment	activities, tasks, and	mindful of gender and
	opportunities in	leadership roles to foster	socio-economic
	the lesson. Each	gender and social inclusivity	characteristics, using
	lesson should		simple technological tools
	include at least	(GESI), asking students to	
	two	download materials from	to support teaching and
	opportunities to	YouTube and other web-	learning, and using
	use continuous	based resources	independent and group
	assessment to	presentation of tasks	study opportunities for
	support student	through PowerPoint and	developing 21-century
	teacher learning	videos (ICT)	skills.
•	Resources:	the use of face-to-face,	
	 links to the 	independent and group	
	existing PD	work to inculcate some of	
	Themes,	the expected 21 st -century	
	such as	skills such as critical	
	action	thinking, communication	
	research,	and collaboration.	
	questioning,		
	and other		
	external		

reference material: literature, on the web, Youtube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability	 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. Please refer to Appendix 2. 	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).
 guidance on any power point presentation s, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 3.5. 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). e.g., Theme 1: creative approaches including play and games (Early Grade) Theme 2: Questioning and its types and uses, Theme 3: Talk for learning-disputational talk, cumulative talk, exploratory talk (PRY). Theme 5: Teaching and learning materials (books, videos, web-based resources) 3.6. Lead tutors to generate other resources that may be used to complement those suggested for specific lessons in the course manuals. 	 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). e.g., Theme 1: creative approaches including play and games (Early Grade) Theme 2: Questioning and its types and uses, Theme 3: Talk for learning- disputational talk, cumulative talk, exploratory talk (PRY). Theme 5: Teaching and learning materials (books, videos, web-based resources) 3.6. Generate other resources that may be used to complement those suggested for specific lessons in the course manuals.

	e.g., specific YouTube materials or links, textbook materials or PowerPoint slides, local resources from the community	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).	
 4. Evaluation and review of session: Tutors should identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1. Lead tutors to identify critical friends to observe lessons and report at the next session. 4.2. Create an opportunity for tutors to reflect on the session to identify any outstanding issues relating to the lesson(s) for clarification. 	 4.1. Identify critical friends to observe your lesson(s) and report at the next session. 4.2. Reflect on the session and bring out any outstanding issues relating to the lesson(s) for clarification. 	15 mins

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

Name of Subject/s: 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	 1.1 Ask tutors to share, in their subject groupings, experiences from the previous PD session and their teaching of lesson 5. 1.2 Request one or two critical friends to share their observations with the group for discussion. 1.3 Introduce tutors to lesson 7 by asking them to read the introductory sections (lesson title, 	 1.1 In your subject groupings, share your experiences from the previous PD session and your teaching of lesson 5. 1.2 One or two of you who served as critical friends should share your observations with us for discussion. 1.3 Read the introductory sections (lesson title, lesson description, learning outcomes and 	20 mins

		indicators) for	
Overview of	learning outcomes and	indicators) for	
content and	indicators) for	discussion.	
identification of	discussion.		
any distinctive	NB: JHS–Differentiated	NB: JHS–Differentiated	
aspects of the	Planning- Topic: Visual	Planning- Topic: Visual	
lesson/s,	design and instructional	design and instructional	
NB The guidance for	media production	media production	
SL/HoD should			
identify and address	Upper Primary–Multimedia	Upper Primary–	
any areas where	Development-Topic:	Multimedia	
tutors might require	Instructional and visual	Development-Topic:	
clarification on any	Design I	Instructional and visual	
aspect of the lesson.	_	Design I	
NB SL/HoD should		_	
ask tutors to plan for	Early Grade & Upper	Early Grade & Upper	
their teaching as	Primary–Differentiated	Primary–Differentiated	
they go through the	Planning-Topic:	Planning-Topic:	
PD session	Collaborative and	Collaborative and	
	Experiential Learning	Experiential Learning	
	Approaches I	Approaches I	
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
	1.4 Ask tutors to identify	1.4 Identify and discuss	
	, and discuss the	the distinctive features	
	distinctive features of	of lesson 7 for your	
	lesson 7 for each of the	course and grade level.	
	courses and grade		
	levels.		
	E. g.		
	JHS–Differentiated		
	Planning		
	Basic elements and		
	principles of visual		
	design.		
	Upper Primary–Multimedia		
	Development		
	•		
	 Instructional Design 		
	Early Grade & Upper		
	Primary–Differentiated		
	Planning		
	 Techniques of 		
	teaching		

2. Concept	2.1 Give tutors stick-on	2.1 On your stick-on	15 mins
Development	papers and ask them to	papers, list the major	1.5 111115
(New learning	list the major concepts	concepts to be	
likely to arise in	to be developed in	developed in lesson 7	
lesson/s):	lesson 7 and share them	and share them with	
	with the whole group.	the whole group.	
	- .	the whole group.	
discussion of new	Here are examples: JHS–Differentiated		
learning,			
potential barriers	Planning		
to learning for	Imitative media		
student teachers	production		
or students,	technique		
concepts or	 Adaptive media 		
pedagogy being	production		
introduced in the	technique		
lesson, which	 Creative media 		
need to be	production		
explored with the	technique) with		
SL/HoD	low/no-cost		
NB The guidance for	materials		
SL/HoD should set			
out what they need	Upper Primary–Multimedia		
to do to introduce	Development		
and explain the	 Carey's Model of 		
issues/s with tutors	instructional design		
	ADDIE Model of		
	instructional design		
	Early Grade & Upper		
	Primary–Differentiated		
	Planning		
	Collaborative		
	learning		
	Cooperative learning		
	Nature walks		
	Learning centres		
	 Project work 		
	(problem solving		
	and discovery)		
	Demonstration		
	 Dramatization 		
	2.2 Ask tutors to	2.2 Individually and the	
	individually surf the	2.2 Individually surf the	
	internet for the	internet for the	
		meaning of the	
	meaning of the	concepts you just	
	concepts they just listed	listed and share your	
	and share their findings		

	with their grade level	findings with your]
	colleagues.	grade level colleagues.	
	2.3 Using concept cartoons, ask tutors to discuss the potential misconceptions and barriers associated with the concepts they listed above.	2.3 Using concept cartoons, discuss the potential misconceptions and barriers associated with the concepts you listed above.	
	E. g. Misconception : EG & UP Grade Differentiated Planning): Using the collaborative and experiential learning approaches is a waste of teaching time. Barrier (JHS Differentiated Learning): Student teachers may not have adequate ICT skills.		
	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. For example: The instructional design models (Upper Primary–Multimedia Development) can be taught through the demonstration strategy.	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.	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the 	 3.1 Ask tutors to read the teaching and learning activities section of the course manual and discuss the suggested activities. E. g. Using jigsaw with cross grouping to enable 	3.1 Read the teaching and learning activities section of the course manual and discuss the suggested activities.	40 mins

				1
	teaching and	student teachers to work		
	learning activities	in groups to discuss and		
•	Noting and	present project report		
	addressing areas	on the features,		
	where tutors may	similarities and		
	require	differences among the		
	clarification	various teaching		
•	Noting	techniques.		
•	opportunities for			
	• •	3.2 Ask tutors to discuss	3.2 Discuss how the	
	making links to	how the different	different activities can	
	the Basic School			
	Curriculum	activities can lead to the	lead to the	
•	Noting	achievement of the LOs	achievement of the	
	opportunities for	and the LIs specified in	LOs and the LIs	
	integrating: GESI	the course manual for	specified in the course	
	responsiveness	lesson 7.	manual for lesson 7.	
	and ICT and 21 st C			
	skills	E. g. Using jigsaw with cross		
•	Reading,	grouping to enable student		
	discussion, and	teachers to discuss the		
	identification of	features, similarities and		
	continuous	differences among the		
		various teaching techniques		
	assessment	would lead to the		
	opportunities in	achievement of LOs and LIs		
	the lesson. Each	1 and 2 for Early Grade &		
	lesson should	Upper Primary–		
	include at least	Differentiated Planning.		
	two	Dijjerentiatea Flammig.		
	opportunities to	2.2. Ack to take to overlain	2.2 Eveloin hour	
	use continuous	3.3 Ask tutors to explain	3.3 Explain how	
	assessment to	how knowledge gained	knowledge gained	
	support student	from lesson 7 can be	from lesson 7 can be	
	teacher learning	used to deliver the Basic	used to deliver the	
•	Resources:	School Curriculum.	Basic School	
	\circ links to the	E. g. Knowledge gained	Curriculum.	
	existing PD	from lesson 7 for Early		
	Themes, for	Grade & Upper Primary		
	example,	(Differentiated Planning)		
	action	will equip student teachers		
	research,	with the skills to		
	questioning	incorporate these strategies		
	and to other	in their basic school		
		classrooms.		
	external			
	reference	3.4 Allow tutors to identify	3.4 Identify aspects of	
	material:	-	lesson 7 that need	
	literature, on	aspects of lesson 7 that		
	web, youtube,	need clarification.	clarification.	

[I		
 physical resources, power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 NB: Assist tutors to address any concern. 3.5 Ask tutors to discuss in their grade level groupings how GESI responsiveness and ICT and 21st C skills can be integrated in lesson 7 for the various courses. E. g. GESI — using mixed gender groupings and assigning female trainees leadership roles during lessons will promote inclusion in all the courses. ICT Skills — asking trainees to do Power Point presentations promotes their ICT skills in all the courses. 21st C Skills — giving trainees the opportunity to surf the internet develops their digital literacy skills in all the courses. 	3.5 Discuss in your grade level groupings how GESI responsiveness and ICT and 21 st C skills can be integrated in lesson 7 for your course area.	
	 3.6 Ask tutors to read the assessment section in the various course manuals and identify areas that require clarification. E. g. for the Early Grade & 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 	3.6 Read the assessment section in your course manual and identify areas that require clarification.	

	areas in the early grade		
	curriculum.		
	This could be used as their		
	subject portfolio.		
	3.7 Ask tutors to suggest	3.7 Suggest instructional	
	instructional resources	resources that can be	
	that can be used to	used to teach lesson 7	
	teach lesson 7 in their	in your respective	
	respective course areas.	course areas.	
	NB: List their suggestions on		
	a flip chart and ensure that		
	the suggested resources are		
	GESI responsive.		
	3.8 Refer tutors to the	3.8 Refer to the	
	instructional resources	instructional resources	
	section of their respective course	section of your respective course	
	manuals, let them read	manual, read the	
	the suggested resources	suggested resources	
	and discuss how they	and discuss how they	
	can be used to promote	can be used to	
	learning lesson 7.	promote learning	
	5	lesson 7.	
	3.9 Let individual tutors	3.9 Prepare and present a	
	prepare and present a	plan for the next	
	plan for the next lesson	lesson for trainee	
	for trainee teachers.	teachers.	
	NB: Let them show their	NB: Show your plan to	
	plans to their elbow	your elbow partner.	
	partners.		
4. Evaluation and	4.1 Ask tutors if they have	4.1 Do you have any	15 mins
review of	any unresolved issues in	unresolved issues in	
session:	their various subject	your various subject	
Tutors should	areas and assist them to	areas?	
Identifying	resolve such issues.		
critical friends to	NB: If you are unable to		
observe lessons	assist, refer tutors to the		
and report at	subject lead or Subject		
next session.	Writer Lead for the course in question.		
 Identifying and addressing any 			
addressing any			
outstanding			
issues relating to			

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

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to 	 1.1 Start the session with an icebreaker from one tutor. 1.2 Ask tutors to individually share with their grade level colleagues their experiences in teaching lesson 7. NB: Assist tutors to address any issue of concern brought from teaching lesson 7. If you are unable to help, consult the Subject 	 1.1 One of you should give us an icebreaker to start the session. 1.2 Individually, share with your grade level colleagues your experiences in teaching lesson 7. 	20 mins

and including	Lead or the Subject Writer		
learning	Lead.		
outcomes and			
indicators	1.3 Introduce lesson 8 by	1.3 Read the lesson title,	
Overview of	asking tutors to read the	lesson description,	
content and	lesson title, lesson	learning outcomes and	
identification of	description, learning	indicators of lesson 8	
any distinctive	outcomes and	in your respective	
aspects of the	indicators of their	grade level courses.	
•		grade level courses.	
lesson/s,	respective grade level		
NB The guidance	courses.		
for SL/HoD should			
identify and	NB: The lesson titles for		
address any areas	lesson 8 are as follows:		
where tutors might	JHS–Differentiated		
require clarification	Planning- Topic: Models,		
on any aspect of	material development,		
the lesson.	storage and evaluation I		
NB SL/HoD should	_		
ask tutors to plan	Upper Primary–Multimedia		
for their teaching	Development-Topic:		
as they go through	Models and Material		
the PD session	Adaptation for Inclusive		
	Classrooms and their Uses I		
	Early Grade & Upper		
	Primary–Differentiated		
	Planning-Topic:		
	Collaborative and		
	Experiential Learning		
	Approaches II		
	1.4 Using concept cartoons,	1.4 Identify the distinctive	
	ask tutors to identify	features of lesson 8 for	
	the distinctive features	your respective grade	
	of lesson 8 for their	level courses.	
	respective grade level		
	courses.		
	NB: The distinctive features		
	of the various courses could		
	be:		
	JHS–Differentiated		
	Planning		
	&		
	Upper Primary–Multimedia		
	Development		
	 p_		<u> </u>

		 Types of models (solid, cross section, construction and working models, diorama and puppets) Early Grade & Upper Primary– Differentiated Planning Differentiated Planning Differences and similarities among project work (problem solving and discovery), demonstration, and dramatization. 		
2.	Concept Development (New learning likely to arise in lesson/s):	2.1 Ask tutors to identify in their respective courses the major concepts to be developed in lesson 8.	2.1 Identify in your respective courses the major concepts to be developed in lesson 8.	15 mins
for set ne	Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD The guidance SL/HoD should cout what they ed to do to roduce and	 NB: List the concepts on a flip chart for discussion. Here are examples: JHS–Differentiated Planning Upper Primary–Multimedia Development Types of models (solid, cross-section, construction and working models) Diorama and puppets Ways of developing learning materials using low/no cost resources and Criteria for selecting materials 		

explain the issues/s	Early Grade		
with tutors	&		
	Upper Primary–		
	Differentiated Planning		
	Differences and		
	similarities among		
	project work		
	(problem solving		
	and discovery),		
	demonstration, and		
	dramatization.		
	2.2 Put tutors in mixed-	2.2 In mixed-gender (if	
	gender (if applicable) or	applicable) or mixed-	
	mixed-ability groups	ability groups, discuss	
	and ask them to discuss	the key concepts you	
	the key concepts they	identified.	
	identified.		
	NB: They can look for		
	additional information on		
	the internet, using their		
	computers and handheld		
	devices (phones and		
	tablets).		
	2.3 Let tutors work in pairs	2.3 In pairs, identify and	
	to identify and discuss	discuss potential	
	potential	misconceptions and	
	misconceptions and	barriers that can	
	barriers that can	hamper the successful	
	hamper the successful	teaching and learning	
	teaching and learning of	of lesson 8.	
	lesson 8.		
	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.		
	One possible barrier for the		
	EG & UP (Differentiated		
	Planning) courses could be		
	the difficulty in determining		
	and selecting specific		

		appropriate instructional		
		techniques and strategies to		
		suit specific topics.		
3.	Planning for	3.1 Ask tutors to study the	3.1 Study the teaching and	40 mins
	teaching,	teaching and learning	learning activities	
	learning and	activities section in their	section in your	
	assessment	respective course	respective course	
	activities for	manuals and note the	manuals and note the	
	the lesson/s	suggested activities for	suggested activities for	
•	Reading and	discussion.	discussion.	
	discussion of			
	the teaching	3.2 Ask tutors to discuss the	3.2 Discuss the	
	and learning	appropriateness of the	appropriateness of the	
	activities	suggested activities to	suggested activities to	
•	Noting and	promote GESI	promote GESI	
Ī	addressing	responsiveness and	responsiveness and	
	areas where	opportunities to	opportunities to	
	tutors may	develop ICT and 21 st	develop ICT and 21 st	
	require	Century skills.	Century skills.	
	clarification	E. g. The use of mixed-		
•	Noting	ability group presentations		
•	opportunities	to teach		
	for making links	Lesson 8 at the Early Grade		
	to the Basic	level will promote GESI and		
	School	build ICT and 21 st Century		
	Curriculum	skills.		
•	Noting			
	opportunities	3.3 Allow one tutor from	3.3 One tutor from each	
	for integrating:	each grade level to	grade level should	
	GESI	suggest other teaching	suggest other teaching	
	responsiveness	strategies that can be	strategies that can be	
	and ICT and 21 st	employed to explain the	employed to explain	
	C skills	concepts in lesson 8 to	the concepts in lesson	
•	Reading,	trainee teachers.	8 to trainee teachers.	
-	discussion, and			
	identification of	3.4 Let tutors discuss how	3.4 Discuss how the	
	continuous	the different activities	different activities	
	assessment	(those suggested by	(those suggested by	
	opportunities in	tutors and those in the	tutors and those in the	
	the lesson. Each	course manuals) can	course manuals) can	
	lesson should	lead to the achievement	lead to the	
	include at least	of the LOs and the LIs	achievement of the	
	two	specified in the	LOs and the LIs	
	opportunities to	respective course	specified in your	
	use continuous	manuals for lesson 8.	respective course	
	assessment to	E. g. <i>The use of</i> questioning	manuals for lesson 8.	
		and whole class discussion		
L				L

	support student	would lead to the		
	support student			
	teacher	achievement of LOs 1 and		
	learning	2and their corresponding LIs		
•	Resources:	for Upper Primary–		
	 links to the 	Multimedia Development		
	existing PD	course.		
	Themes, for			
	example,	Using whole group	Using whole group	
	action	discussion, let tutors	discussion, explain how	
	research,	explain how knowledge	knowledge gained from	
	questioning	gained from lesson 8 can be	lesson 8 can be used to	
	and to other	used to deliver the Basic	deliver the Basic School	
	external	School Curriculum.	Curriculum.	
	reference	E. g. Knowledge gained		
	material:	from lesson 8 for Upper		
	literature, on	Primary (Differentiated		
	web,	Planning) will enable		
	youTube,	student teachers to teach		
	physical	problem solving and		
	resources,	discovery in their basic		
	power point;	school classrooms.		
	how they			
	should be	3.5 Ask tutors if any aspect	3.5 Is any aspect of lesson	
	used.	of lesson 8 is not clear	8 not clear, and you	
	Consideratio	and they want	want clarifications on	
	n needs to	clarifications on it.	it?	
	be given to	NB: Help clarify tutors'		
	local	concerns.		
	availability			
	 guidance on 			
	any power	3.6 Let tutors discuss in	3.6 Discuss in your grade	
	point	their grade level	level groupings how	
	presentation	groupings how GESI	GESI responsiveness	
	s, TLM or	responsiveness and ICT	and ICT and 21 st C skills	
	other	and 21 st C skills can be	can be integrated in	
		integrated in lesson 8.	lesson 8.	
	resources	E. g. GESI — using gender-	1633011 0.	
	which need			
	to be	friendly language, using mixed-gender or mixed		
	developed to	5		
	support	ability groupings.		
	learning	ICT Skills— organising		
•	Tutors should	seminar presentations for		
	be expected to	trainee teachers.		
	have a plan for	21 st C Skills— organising		
	the next lesson	group work presentations		
	for student	and seminars.		
	teachers			

 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. 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. 	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.	
 3.8 Ask tutors to read instructional resources that have been suggested for teaching lesson 8 in their various course areas. E. g. YouTube videos on Diorama and puppets, and projectors and computers for teaching the JHS (Differentiated learning and multimedia) course. 	3.9 Read the instructional resources that have been suggested for teaching lesson 8 in your various course areas.	
3.9 Ask tutors to suggest additional resources that can be used to teach and learn lesson 8. NB: Let them write the additional resources into their jotters for reference during their teaching.	3.10. Suggest additional resources that can be used to teach and learn lesson 8.	

	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.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Recap the session by reminding tutors that in teaching lesson 8 to trainee teachers, the following points should be noted: Teaching and learning activities should lead to the achievement of the Los and LIs Instructional resources should be GESI responsive and promote learning of the concepts in lesson 8. Assessment should align with the NEAP. 4.2 Ask tutors if they have any unresolved issues and clarify them. 4.3 Encourage tutors to read lesson 9 in the course manuals and session 9 in the PD manual in preparation for the next PD session. 	 4.1 We have discussed lesson 8. In teaching the lesson, note the following points: The teaching and learning activities you employ should lead to the achievement of the LOs and LIs. The instructional resources should be GESI responsive and promote learning of the concepts in lesson 8. Assessment should align with the NEAP. 4.2 Do you have any unresolved issues and want clarification? 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. 	15 mins

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 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. 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. 	 2.1 Share how useful PD session 8 was and how it influenced your teaching last week. 1.2 Read and discuss the introductory section of lesson 9 in your course manual, including the learning outcomes (LOs) in phase groups. 	20 mins

outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 NB: The lesson topics for the various courses are: JHS–Differentiated Learning: Models, material development, storage and evaluation II Upper Primary–Multimedia Development: Models and Material Adaptation for Inclusive Classrooms and their Uses II Early Grade & Upper Primary–Differentiated Planning: Managing Inclusive and Multi-grade Classrooms I 1.3 Ask tutors to identify and discuss in their phase groups the important or distinctive aspects of lesson 9. E. g. JHS–Differentiated Planning & Upper Primary–Multimedia Development: The availability of technology for all categories of learners (Types and use of Adaptive and Assistive Technologies for SEN). Early Grade & Upper Primary–Differentiated Planning: There are differences and similarities among inclusion scenarios, multi-grade and multi-age, and developmentally appropriate classrooms. 	1.3 Identify and discuss in your phase groups the important or distinctive aspects of lesson 9.	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion 	2.1 Let tutors work in their phase level groupings to identify the major concepts to be developed in lesson 9. Here are examples:	3.1 In your phase level groupings, identify the major concepts to be developed in lesson 9.	15 mins

of new learning, potential	JHS–Differentiated Planning & Upper Primary– Multimodia Dovelopments		
barriers to learning for	Multimedia Development: • Criteria for selecting		
student	 Criteria for selecting material. 		
teachers or	Factors behind		
students,	ineffective		
concepts or	materials.		
pedagogy being	• Adaptive and		
introduced in	Assistive		
the lesson,	Technologies (AATs)		
which need to	for SEN.		
be explored	• Need for storage of		
with the SL/HoD	resources and		
NB The guidance for SL/HoD should	gender		
set out what they	audit/evaluation of		
need to do to	resources using checklist.		
introduce and	Early Grade & Upper		
explain the issues/s	Primary-Differentiated		
with tutors	Planning:		
	 Differences and 		
	similarities among		
	inclusion scenarios,		
	multi-grade and		
	multi-age, and		
	developmentally		
	appropriate ,		
	classrooms.		
	 How to create an inclusive and 		
	developmentally		
	appropriate learning		
	environment, and		
	challenges and		
	barriers in teaching		
	in such contexts.		
		2.2 Drow contractions	
	2.2 Using concept cartoons,	3.2 Draw connections among the concepts in	
	let tutors draw	the various lessons	
	connections among the concepts in the various	and the basic school	
	lessons and the basic	curricular.	
	school curricular.		
	• For example:		
	Developmentally		
	appropriate learning		

Ι	1	1
environments are		
important for all		
learners at the basic		
school level.		
Since some basic		
school pupils are		
learners with SEN,		
knowledge about		
AATs will enable		
trainee teachers to		
teach such pupils		
better.		
	2.2 Idontify parasta of the	
2.3 Ask tutors to	2.3 Identify aspects of the	
individually identify	lesson whose teaching	
aspects of the lesson	may pose a challenge	
whose teaching may	to you. Group members should assist	
pose a challenge to		
them and ask group	any tutor who has an	
members to assist such	issue.	
tutors.		
NB: If members of the		
groups are not able to		
assist, seek help from the		
Subject Leads (SL) or Subject		
Writer Leads (S/WL).		
2.4 Using the pyramid	2.5 Identify and discuss	
discussion technique,	the potential	
ask tutors to identify	misconceptions and	
and discuss the	barriers that can be	
potential	associated with the	
misconceptions and	teaching and learning	
barriers that can be	of the concepts in	
associated with the	lesson 9.	
teaching and learning of		
the concepts in lesson 9		
in the various courses.		
E. g. Misconception:		
Resources should not be		
wasted on teaching learners		
with SEN. After all, they are		
suffering from sins of their		
parents.		
Barrier: The above		
misconception can serve as		
a barrier to teaching the		
a burner to teaching the		

		JHS–Differentiated Learning & Upper Primary– Multimedia Development		
		courses.		
•	Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require	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'</i> suggestions make provision for the integration of GESI, and the development of ICT and 21 st Century skills in line with NTS 1a, b, c, d, 2b, e, f, 3b, c.	3.1 In your grade level groups, suggest and justify the most appropriate teaching strategies that can be employed to teach the concepts in lesson 9.	40 mins
•	clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21 st C skills Reading, discussion, and identification of continuous	 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. E. g. Using pyramid discussions and seminars to teach lesson 9 in the Early Grade & Upper Primary-Differentiated Planning courses would lead to the achievement of LOs 1 and its corresponding LIS 	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.	
	assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous	 its corresponding LIs. 3.3 Ask tutors to explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curricular. 	3.3 Explain how knowledge gained from lesson 7 can be used to deliver the Basic School Curricular.	

			1	
	assessment to	E. g. Knowledge gained		
	support student	from lesson 9 for Early		
	teacher learning	Grade & Upper Primary		
•	Resources:	(Differentiated Planning)		
	 links to the 	will enable trainee teachers		
		to identify challenges for		
	existing PD			
	Themes, for	teaching in inclusive, multi-		
	example,	grade, and developmentally		
	action	appropriate primary school		
	research,	classrooms (NTS 3e, 3f, 3g,		
	questioning	3h).		
	and to other			
	external	3.4 Using the talking point	3.4 Discuss in your grade	
	reference	strategy, ask tutors to	level groupings how	
	material:	discuss in their grade	GESI responsiveness	
1		C C	and ICT and 21 st C skills	
1	literature, on	level groupings how		
	web,	GESI responsiveness and	can be integrated in	
1	youTube,	ICT and 21 st C skills can	lesson 9.	
	physical	be integrated in lesson 9		
	resources,	for the various courses.		
1	power point;	E. g. GESI — Using pyramid		
1	how they	discussions.		
	should be	ICT Skills— Using seminars.		
	used.	21st C Skills — Using concept		
	Consideratio	maps and concept cartoons.		
	n needs to			
	be given to	3.5 Ask tutors to read the	3.5 Read the assessment	
	0			
	local	assessment components	components in the	
	availability	in the various course	various course	
	 guidance on 	manuals and discuss	manuals and discuss	
	any power	how the suggested	how the suggested	
	point	assessments are linked	assessments are linked	
1	presentation	to the NTEAP and the	to the NTEAP and the	
1	s, TLM or	NTS.	NTS.	
1	other	NB: Here are the suggested		
	resources	assessments for each of the		
	which need	courses:		
1	to be	JHS–Differentiated		
1	developed to	Learning: In-class		
1	•	Assessment: Individual oral		
1	support			
	learning	presentations on factors		
•	Tutors should	behind ineffective materials		
1	be expected to	and ways of storing types of		
1	have a plan for	resources and demonstrate		
1	the next lesson	auditing of resources using		
1	for student	checklists. (NTS 3m).		
1	teachers			
L	councis			

Upper Primary–Multimedia		
Development:		
In-lesson Assessment: Peers		
listen, assess colleagues		
during presentations and		
comment (NTS 1a, 2e, 3c &		
<i>j</i>).		
Early Grade– Differentiated		
Planning: 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 & h, 2e &		
f).		
Upper Primary–		
Differentiated Planning: 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).		
3.6 Lead tutors in a whole-	3.6 Discuss how you can	
group discussion on	use the suggested	
how they can use the	assessments to	
suggested assessments	support trainee	
to support trainee	teachers to build their	
teachers to build their	subject portfolio in	
subject portfolio in the	your course.	
various courses.		
3.7 Give stick-on sheets to	3.7 Suggest and discuss	
group discussion on how they can use the suggested assessments to support trainee teachers to build their subject portfolio in the	use the suggested assessments to support trainee teachers to build their subject portfolio in	

	suggest instructional resources that can be	resources that can be used to teach lesson 9.	
	used to teach lesson 9 in their respective course areas for discussion.		
	NB: Ensure that the suggested resources are GESI responsive.		
	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. <i>E. g. Two of the resources</i> suggested for teaching the Upper Primary–Multimedia Development course are: (i) TESSA (2016). Inclusive education tool kit. Walton Hall: United Kingdom (ii) YouTube	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.	
	3.9 Allow one volunteer tutor to model a presentation of an activity in lesson 9. NB: Group members should provide feedback on the model presentation.	3.9 One volunteer should model a presentation of an activity in lesson 9.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and 	4.1 Summarise the session by reminding tutors that their lessons should be interactive, GESI responsive, and integrate ICT and 21 st Century skills. They should also provide opportunities for	4.1 In today's session, we discussed lesson 9. Remember that your lessons should be interactive, GESI responsive, and integrate ICT and 21 st Century skills. You should also provide	15 mins

[1		
report at next	continuous assessment	opportunities for	
session.	and ensure that	continuous	
 Identifying and 	assessments are be	assessment and see	
addressing any	aligned to the NTEAP.	that the assessments	
outstanding		are aligned to the	
issues relating		NTEAP.	
to the lesson/s			
for clarification	4.2 Find out from tutors if	4.2 Do you have any	
	they have any	unresolved issues in	
	unresolved issues in	your various subject	
	their various subject	areas?	
	areas.		
	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.		
	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.	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.	
	4.4 Encourage tutors to prepare in advance for lesson 10 as well as PD session 10.	4.4 You are encouraged to prepare in advance for lesson 10 as well as PD session 10.	

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

Name of Subject/s:

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	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.			
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of 	 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. 1.2 Ask the critical friend(s) to give feedback on his/her observation of the last 	 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. 1.2 As a critical friend, share with members the feedback from your observation of 	20 mins
discussion of the introductory sections of the lesson up to and including	observation of the last enacted lesson. 1.3 Ask tutors to reflect through discussions	your observation of the last enacted lesson. 1.3 Reflect through discussion the lessons	

learning	the lessons observed	observed by the	
outcomes and	by a colleague on the	colleague on the	
indicators	application of the	application of the	
Overview of	previous PD session	previous PD session	
content and	(session 9) in the	(session 9) in the	
identification of	classroom.	classroom.	
any distinctive			
	1.4 Put tutors into course	1.4 Put yourselves into	
aspects of the		•	
lesson/s,	specific groups for them	course specific groups	
NB The guidance	to read through the	and read through the	
for SL/HoD should	introductory section of	introductory section of	
identify and	the course manuals and	the course manuals up	
address any areas	encourage them to read	to learning outcomes	
where tutors might	up to learning outcomes	and their	
require	and their corresponding	corresponding	
clarification on any	indicators for	indicators for	
aspect of the	discussion. (E.g., how	discussion.	
lesson.	are the LOs of		
NB SL/HoD should	differentiated planning		
ask tutors to plan	and learning; multi-		
for their teaching	media development and		
-	•		
as they go through	use; and differentiated		
the PD session	learning and multi-		
	media appropriately		
	relate to their		
	corresponding LIs?)		
	1.5 Ask tutors to discuss the	1.5 In your respective	
	important/distinctive	course groups discuss	
	aspects of the lesson in	and share the	
	their course specific	important/distinctive	
	groups and share with	aspects of the lesson.	
	the larger group	aspects of the lesson.	
	EXAMPLE (distinctive	EXAMPLE (distinctive	
	features)	features)	
	<u>Differentiated</u>	<u>Differentiated</u>	
	<u>Planning and</u>	<u>Planning and</u>	
	Learning in Early	<u>Learning in Early</u>	
	<u>Grade and Primary:</u>	<u>Grade and</u>	
	interactive	<u>Primary:</u>	
	strategies	interactive	
	appropriate	strategies	
	• <u>Multi-media</u>	appropriate	
	Development and	• <u>Multi-media</u>	
	<u>use for Primary:</u>	Development and	
			1
	Adaptive and Assistive technology	<u>use for Primary:</u> Adaptive and	

	• <u>Differentiated</u> <u>Learning and Multi-</u> <u>Media:</u> inclusive classroom, multi- grade, developmentally appropriate classrooms	Assistive technology Differentiated Learning and Multi-Media: inclusive classroom, multi- grade, developmentally appropriate classrooms	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or 	2.1 Ask each course specific group Differentiated planning and learning in EG and UP; Multi-media Development and Use (UG); and Differentiated Learning and Multi- media (JHS) to read through lesson 10 and note down new learning that is likely to occur from the course manuals	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.	15 mins
students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s	 Example (New Learning) Differentiated Planning and Learning in Early Grade and Primary: identification of appropriate approaches for managing inclusive, multi-grade and grade appropriate classroom <u>Multi-media</u> <u>Development and use fir Primary:</u> 	Example (New Learning)• Differentiated Planning and Learning in Early Grade and Primary: identification of appropriate approaches for managing inclusive, multi-grade and grade appropriate classroom• Multi-media Development and use fir Primary:	
with tutors	Meaning and types of Adaptive and Assistive technology for SEN; Application and relevance of Adaptive and	Meaning and types of Adaptive and Assistive technology for SEN; Application and relevance of	

	Differentiated Learning and Multi- Media: Knowledge of inclusive classroom, multi- grade, developmentally appropriate classrooms; Challenges of teaching Inclusive and multi-grade learning settings	Assistive technology Differentiated Learning and Multi-Media: Knowledge of inclusive classroom, multi- grade, developmentally appropriate classrooms; Challenges of	
2	.3 Ask tutors in their	teaching Inclusive and multi-grade learning settings 2.3 In your course specific	
	course specific groups to identify some potential barriers to learning for the student teachers and the way forward. Example:	groups, identify some potential barriers to learning for the student teachers and the way forward. Example: (Potential	
•	(Potential Barriers for Student Teachers Large class size affecting, Unstable Internet connectivity	 Barriers for Student Teachers Large class size affecting, Unstable Internet connectivity 	
•	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.)	 That certain subjects in the curriculum are for certain gender groups. E.g., ICT for males, Agricultural Science for males, and Home Economics for 	
•	<u>Way forward</u> (grouping, reporting internet instability to CoE management)	females.)	
2	.4 Ask groups to identify and discuss how the pedagogies introduced in lesson 10 of the course manuals could be explored	2.4 In your groups, identify and discuss how the pedagogies introduced in lesson 10 of the course manuals could be explored	

		Examples of New Pedagogy	Examples of New Pedagogy	
		Use of e-Learning tools and	Use of e-Learning tools	
		resources; creative	and resources; creative	
		approaches; seminars	approaches; seminars	
		2.5 Ask each group to share	2.2 In your groups, share	
		their views on the new	your views on the new	
		pedagogies they have	pedagogies you have	
		noted with the whole	noted with the whole	
		group.	group for discussion.	
		8.045.	group for discussion.	
3.	Planning for	3.1 Allow tutors to remain	3.1 While in your course	40 mins
	teaching,	in their course specific	specific groups, read	
	learning and	groups to read and	and discuss the	
	assessment	discuss the teaching and	teaching and learning	
	activities for	learning activities for	activities for Lesson 10	
	the lesson/s	Lesson 10 from their	from the course	
•	Reading and	course manuals.	specific manuals.	
	discussion of			
	the teaching	3.2 Ask the groups to	3.2 In your groups, share	
	and learning	share their views on	your views on areas of	
	activities	areas of the teaching	the teaching and	
•	Noting and	and learning activities	learning activities that	
ľ	addressing	that need further	need further	
	areas where	clarification and how it	clarification and	
		may be addressed.	suggest ways to	
	tutors may	may be addressed.	address them.	
	require clarification			
	Noting	3.4 Using question and	3.4 Brainstorm and come	
•	opportunities	answer technique, lead	up with some creative	
	••	tutors to brainstorm	approaches and their	
	for making links to the Basic	and come up with some	related core	
	School	creative approaches and	competencies likely to	
	Curriculum	their related core	be inculcated in	
		competencies likely to	student teachers and	
•	Noting	be inculcated in student	which can be extended	
	opportunities	teachers and which can	to the basic school	
	for integrating:	be extended to the	learners through STS	
	GESI	basic school learners	activities.	
	responsiveness			
	and ICT and 21 st	through STS activities.	Example:	
	C skills	Example:	Example: Croup Work	
•	Reading,	Group Work - Collaborative	Group Work -	
	discussion, and	learning	Collaborative learning	
	identification of	Investigation - Critical	Investigation - Critical	
	continuous	Thinking Role Blance Communication	Thinking Bala Dime Communication	
	assessment	Role Play - Communication	Role Play - Communication	
	opportunities in			

	the lesson. Each	(Students can ascertain the	(Students can ascertain
	lesson should	extent to which methods	the extent to which
	include at least	are used during STS	methods are used during
	two	activities in schools.)	STS activities in schools.)
	opportunities to		
	use continuous	3.4 Ask tutors to	3.4 Brainstorm on how
	assessment to	brainstorm on how	GESI, ICT, and 21 st
	support student	GESI, ICT, and 21 st	Century skills could be
	teacher		
		Century skills could be	integrated in the
	learning	integrated in the	teaching and learning
•	Resources:	teaching and learning	activities.
	 links to the 	activities	
	existing PD	Example	Example
	Themes, for	ICT by utilising short videos	ICT by utilising short
	example,	from YouTube, preparation	videos from YouTube,
	action	and presentation of power	preparation and
	research,	point slides;	presentation of power
	questioning	21 st century skills through	point slides;
	and to other	collaboration and	21 st century skills through
	external	communication during	collaboration and
	reference	group presentations; GESI	communication during
	material:	through fair distribution of	group presentations; GESI
	literature, on	teaching and learning	through fair distribution of
	web,	opportunities in and out of	teaching and learning
	youTube,	classroom, and ensuring	opportunities in and out of
	physical	that graphics in ICT material	classroom, and ensuring
	resources,	are GESI friendly; SEN,	that graphics in ICT
	power point;	inclusivity, and diversity	material are GESI friendly;
	how they	making student teachers	SEN, inclusivity, and
	should be	acknowledge the individual	diversity making student
	used.	differences in the	teachers acknowledge the
	Consideratio	classroom, especially	individual differences in
	n needs to	mainstream Colleges of	the classroom, especially
	be given to	Education.	mainstream Colleges of
	local		Education.
	availability		
	 guidance on 	3.5 Ask tutors to remain in	3.5 Remain in your course
	-	the course specific	specific groups and
	any power	•	
	point	groups to identify links	identify links to the
	presentation	to the existing PD	existing PD Themes,
	s, TLM or	Themes, YouTube links	YouTube links and
	other	and discuss how they	discuss how they could
	resources	could be used in	be used. <i>E.g., Talk for</i>
	which need	enacting lesson 10.	Learning – concept
	to be	E.g., Talk for Learning –	cartoons (Theme 3);
	developed to	concept cartoons (Theme	Group Work – mixed
		3); Group Work – mixed	ability and mixed

support	ability and mixed gender	gender groups (Theme	
learning	groups (Theme 4)	4)	
 Tutors should 			
be expected to	3.6 Ask tutors to mention	3.6 Mention some GESI	
have a plan for	some GESI responsive	responsive resources	
the next lesson	resources that can be	that can be used with	
for student	used with the suggested	the suggested	
teachers	approaches and	approaches and	
	strategies in achieving	strategies in achieving	
	the LOs in lesson 10.	the LOs in lesson 10.	
	3.7 Ask tutors to share	3.7 Share the continuous	
	continuous assessment	assessment	
	opportunities in the	opportunities in the	
	course manuals for	course manuals for	
	lesson 10 which they	lesson 10 which you	
	are currently employing	are currently	
	and how the meets the	employing and how	
	NTEAP demands.	the meets the NTEAP	
	(Subject Projects and	demands. (Subject	
	Subject Portfolio)	Projects and Subject	
		Portfolio)	
	3.8 Ask a tutor to model a	3.8 Model a presentation	
	presentation of an	of an activity in lesson	
	activity in lesson 10	10 (E.g., A pyramid	
	(E.g., A pyramid	discussion and	
	discussion and		
		participatory feedback	
	participatory feedback	on how to assist	
	on how to assist student	student teachers to	
	teachers to identify and	identify and discuss	
	discuss the challenges	the challenges faced in	
	faced in teaching in	teaching in inclusive,	
	inclusive, multi-grade,	multi-grade, and	
	and developmentally	developmentally	
	appropriate primary	appropriate primary	
	school classrooms)	school classrooms)	
	using internet search and	internet search and taking	
	taking into consideration	into consideration GESI	
	GESI issues (e.g., Both	issues (e.g., Both genders	
	genders taking the leading	taking the leading roles in	
	roles in their groups) NTS	their groups) NTS 1a, b,	
	1a, b, 2b, e, 3b, c,	2b, e, 3b, c,	
	3.9 Admonish tutors to	3.9 Remember to read	
	read Lesson 10 in their	Lesson 10 in your	
	respective course	respective course	

	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.	
 4. Evaluation and review of session: Tutors should Identifying critical friends 	4.1 Ask tutors to individually share their views on the key issues discussed during the session.	4.1 Individually share your views on the key issues discussed during the session.	15 mins
 to observe lessons and report at next session. Identifying and 	4.2 Encourage tutors to identify any outstanding issues relating to the lessons to be addressed.	4.2 Identify any outstanding issues relating to the lessons to be addressed.	
addressing any outstanding issues relating to the lesson/s for clarification	4.3 Engage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.	4.3 Identify a critical friend to observe their lessons and report on it at the next PD session.	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the 	 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. 1.2 Invite the critical friend(s) to give feedback on 	 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. 1.2 As a critical friend, share with the group 	20 mins
introductory sections of the lesson up to and including learning outcomes and indicators	 1.3 Refer tutors to the introductory section of the course manuals and 	 snare with the group feedback on your observation of the last enacted lesson. 1.3 Refer to the introductory section of the course manuals and 	

 Overview of content and identification of any distinctive aspects of the losson/s 	encourage them to read up to learning outcomes and their corresponding indicators for discussion.	read up to learning outcomes and their corresponding indicators for discussion.	
lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 1.4 Refer tutors to the lesson description of each course manual e.g. (Differentiated planning and learning in EG and UP; multi- media development and use (UP); and differentiated learning and multi-media (JHS) and identify the distinctive features of lesson 11 EXAMPLE (distinctive features of lesson 11 EXAMPLE (distinctive features) Differentiated Planning and Learning in Early Grade and Primary: planning, coplanning, multi-grade, and developmentally appropriate Multi-media Development and use for Primary: handheld technology Differentiated Learning and Multi-Media: classroom management, inclusive classroom, early adolescence classrooms 	 1.4 Refer to the lesson description of each course manual e.g. (Differentiated planning and learning in EG and UP; multi- media development and use (UP); and differentiated learning and multi-media (JHS) and identify the distinctive features of lesson 11 EXAMPLE (distinctive features) Differentiated Planning and Learning in Early Grade and Primary: planning, co- planning, multi- grade, and developmentally appropriate Multi-media Development and use for Primary: handheld technology Differentiated Learning and Multi- Media: classroom management, inclusive classroom, early adolescence classrooms 	

2. Concept	2.1 In three mixed gender	2.1 In your groups,	15 mins
Development	groups (where	(Differentiated	15 11113
(New learning	applicable), assign each	planning and learning	
likely to arise in	of the groups to a	in EG and UP; multi-	
lesson/s):		media development	
	COURSE e.g.	-	
Identification	(Differentiated planning	and use (UG); and	
and discussion	and learning in EG and	differentiated learning	
of new learning,	UP; multi- media	and multi-media (JHS)	
potential	development and use	read through lesson 11	
barriers to	(UG); and differentiated	and note down new	
learning for	learning and multi-	learning that is likely	
student	<i>media (JHS)</i> to read	to occur from the	
teachers or	through lesson 11 and	course manuals	
students,	note down new learning		
concepts or	that is likely to occur		
pedagogy being	from the course		
introduced in	manuals		
the lesson,			
which need to	2.2 Ask tutors in their	2.2 In your course groups,	
be explored	course groups to share	share your views on	
with the	their views on the new	the new learning they	
SL/HoD	learning they have	have noted with the	
NB The guidance	noted with the whole	whole group for	
for SL/HoD should	group for discussion.	discussion.	
set out what they			
need to do to	EXAMPLES (new learning)	EXAMPLES (new learning)	
introduce and	<u>Differentiated</u>	<u>Differentiated</u>	
explain the issues/s	<u>Planning and Learning</u>	<u>Planning and Learning</u>	
with tutors	<u>in Early Grade and</u>	in Early Grade and	
	<u>Primary:</u> factors to	<u>Primary:</u> factors to	
	consider in preparing	consider in preparing	
	learning for diverse	learning for diverse	
	primary school	primary school	
	learners in inclusive,	learners in inclusive,	
	multi-grade, and	multi-grade, and	
	developmentally	developmentally	
	appropriate primary	appropriate primary	
	school classrooms	school classrooms	
	• <u>Multi-media</u>	• <u>Multi-media</u>	
	<u>Development and use</u>	<u>Development and</u>	
	fir Primary: meaning,	<u>use fir Primary:</u>	
	properties, relevance	meaning,	
	and usage of hand-	properties,	
	held technology	relevance and	
	<u>Differentiated</u>	usage of hand-held	
	Learning and Multi-	technology	
	<u>Media:</u> The concept	<u>Differentiated</u>	
	of classroom	Learning and Multi-	

			· · · · ·	
		management,	<u>Media:</u> The concept	
		approaches and	of classroom	
		strategies for	management,	
1		managing inclusive	approaches and	
		and multi-grade	strategies for	
		classrooms	managing inclusive	
			and multi-grade	
			classrooms	
		2.3 Ask tutors in their	2.3 In your course groups,	
		respective course	identify and share with	
		groups to identify and	the larger group some	
		share with the larger	potential barriers to	
		group some potential	learning the student	
		barriers to learning for	teachers are likely to	
		the student teachers	encounter and the	
		that are likely to be	way forward.	
		encountered and the		
		way forward.		
		EXAMPLE (potential	EXAMPLE (potential	
		barriers)	barriers)	
		Large class size, unstable	Large class size, unstable	
		internet connectivity.	internet connectivity.	
		• Way forward (grouping,		
		reporting internet		
		instability to CoE		
		management)		
		2.4 Ask tutors in their	2.4 In your respective	
		respective course	course groups,	
		groups to consider the	consider the suggested	
		suggested pedagogies	pedagogies introduced	
		introduced in lesson 11	in lesson 11 and	
		and discuss with the	discuss with the whole	
		whole group how these	group how these could	
		could be explored and	be explored and	
		enacted.	enacted.	
		E.g. (Question and answer,	E.g. (Question and answer,	
		shower thought, pyramid	shower thought, pyramid	
		discussions, mixed	discussions, mixed	
		grouping, e-learning,	grouping, e-learning,	
		demonstrations and	demonstrations and	
		presentations)	presentations)	
3.	Planning for	3.1 Using the question-and-	3.1 Discuss the	40 mins
	teaching,	answer strategy, lead a	appropriateness of the	_
	learning and	discussion on the	suggested teaching	
L	0		0	

	assessment	appropriateness of the	and learning activities
	activities for	suggested teaching and	in the course manuals
	the lesson/s	learning activities in the	to be used in teaching
	-	course manuals to be	lesson 11 of each of
•	Reading and discussion of		the courses.
		used in teaching lesson 11 of each of the	the courses.
	the teaching		
	and learning	COURSES.	
	activities	EXAMPLES:	EXAMPLES:
•	Noting and	Differentiated planning and	Differentiated planning
	addressing	learning in EG &UP: Using	and learning in EG &UP:
	areas where	pyramid discussion and	Using pyramid discussion
	tutors may	participatory feedback to	and participatory
	require	assist student teachers to	feedback to assist student
	clarification	discuss the need for	teachers to discuss the
٠	Noting	teachers to plan and	need for teachers to plan
	opportunities	prepare for learning	and prepare for learning
	for making links	activities in inclusive, multi-	activities in inclusive,
	to the Basic	grade, and developmentally	multi-grade, and
	School	appropriate early grade.	developmentally
	Curriculum		appropriate early grade.
•	Noting	Multi Media Development	Multi-Media Development
	opportunities	and use for UP:	and use for UP:
	for integrating:	Use of jigsaw with cross	Use of jigsaw with cross
	GESI	grouping to enable student	grouping to enable
	responsiveness	teachers to work in groups	student teachers to work
	and ICT and 21 st	to use handheld technology	in groups to use handheld
	C skills	Differentiated Learning and	technology
٠	Reading,	Multi-Media for JHS	Differentiated Learning
	discussion, and	Assigning student teachers	and Multi-Media for JHS
	identification of	into groups and facilitating	Assigning student teachers
	continuous	group discussions and	into groups and facilitating
	assessment	presentations.	group discussions and
	opportunities in		presentations.
	the lesson. Each		2.2 Note down areas of
	lesson should	3.2 Ask tutors to note down	3.2 Note down areas of
	include at least	areas of the teaching	the teaching and
	two	and learning activities	learning activities that
	opportunities to	that they may need	they may need further
	use continuous	further clarification and	clarification and how
	assessment to	how they may be	they may be
	support student	addressed.	addressed.
	teacher		
	learning	3.3 Brainstorm with tutors	3.3 Brainstorm on some
•	Resources:	to come up with some	creative approaches
	\circ links to the	creative approaches and	and their related core
	existing PD	their related core	competencies which
	Themes, for	competencies likely to	are likely to be

example,	be inculcated in student	inculcated in student	
action	students and which can	teachers and which	
research,	be extended to basic	can be extended to	
questioning	school learners through	basic school learners	
and to other	STS activities.	through STS activities.	
external	Example:	Example:	
reference	Group Work - Collaborative	Group Work -	
material:	learning	Collaborative learning	
literature, on	5	Investigation - Critical	
web,	Investigation - Critical Thinking	5	
youTube,	5	Thinking Bala Day Communication	
physical	Role Play - Communication	Role Play - Communication	
resources,	(Students can ascertain the	(Students can ascertain	
power point;	extent to which methods	the extent to which	
how they	are used during STS	methods are used during	
should be	activities in schools.)	STS activities in schools.)	
used.			
Consideration	3.4 Ask tutors to brainstorm	3.4 Brainstorm on how	
needs to be	on how GESI, ICT, and	GESI, ICT, and 21 st	
given to local	21 st Century skills could	Century skills could be	
availability	be integrated in the	integrated in the	
 guidance on 	teaching and learning	teaching and learning	
any power	activities suggested in	activities suggested in	
point	the course manuals.	the course manuals.	
presentation	E.g., ensuring equal	E.g., ensuring equal	
s, TLM or	participation in the lesson	participation in the lesson	
other	activities for both genders	activities for both genders	
resources	and SEN especially in	and SEN especially in	
which need	mainstream colleges of	mainstream colleges of	
to be	education. Using handheld	education. Using handheld	
developed to	ICT tools and software like	ICT tools and software like	
support	JAWS for VIs in	JAWS for VIs in	
learning	presentations and for group	presentations and for	
Tutors should	work.	group work.	
be expected to	Ensuring collaboration	Ensuring collaboration	
have a plan for	through group work, critical	through group work,	
the next lesson	thinking and	critical thinking and	
for student	communication through	communication through	
teachers	discussions and	discussions and	
	presentations, etc.	presentations, etc.	
	3.5 Ask tutors to be in pairs	3.5 Be in pairs, and	
	and to identify how	identify how lesson 11	
	lesson 11 links to the	links to the existing PD	
	existing PD Themes,	Themes, YouTube etc.	
	YouTube etc. and	and discuss how they	
	discuss how they could	could be used.	
	be used.		

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)	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)	
3.6 Ask tutors to mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LOs.	3.6 Mention some GESI responsive resources that can be used with the suggested approaches and strategies in achieving the LOs.	
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. (Subject Projects and Subject Portfolio)	3.7 Turn to your elbow partner to discuss and share with colleagues the continuous assessment opportunities in the course manuals for lesson 11 which you are currently employing and how they meet the NTEAP demands. (Subject Projects and Subject Portfolio)	
3.8 Ask a tutor to model a presentation of an activity in lesson 11 (e.g., managing an inclusive upper primary classroom) 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,	3.8 Model a presentation of an activity in lesson 11 (e.g., managing an inclusive upper primary classroom) 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,	

	3.9 Admonish tutors to read Lesson 11 in their respective course manuals and consider the discussion on the PD session to plan for	3.9 Remember to read Lesson 11 in your respective course manuals and consider the discussion on the PD session to plan for	
 4. Evaluation and review of session: Tutors should 	lesson 11. 4.1 Ask tutors to individually share their views on the key issues discussed in the session.	lesson 11. 4.1 Share your views on the key issues discussed in this session.	15 mins
Identifying critical friends to observe lessons and report at next session. • Identifying and	4.2 Encourage tutors to identify any outstanding issues relating to lesson 11 of each course to be addressed later.	4.2 Identify any outstanding issues relating to lesson 11 of each course to be addressed later.	
 Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.3 Encourage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.	4.3 Remember to identify a critical friend to observe your lessons and report on it at the next PD session.	

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

Name of Subject/s:

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including 	 1.1 Use concept cartoons to recap the previous PD session (11) and how it influenced their teaching over the week. 1.2 Ask the critical friend(s) to give feedback on his/her observation of the last enacted lesson. 1.3 Ask tutors to reflect through discussions 	 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. 1.2 As a critical friend, share with members the feedback from your observation of the last enacted lesson. 1.3 Reflect through discussion the lessons 	20 mins

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learning	the lessons observed	observed by a	
outcomes and	by a colleague on the	colleague on the	
indicators	application of the	application of the	
Overview of	previous PD session	previous PD session	
content and	(11) in the classroom.	(11) in the classroom.	
identification of			
any distinctive	1.4 Put tutors into course	1.4 Put yourselves into	
aspects of the	specific groups for them	course specific groups	
lesson/s,	to read through the	and read through the	
NB The guidance	introductory section of	introductory section of	
for SL/HoD should	the course manuals and	the course manuals up	
identify and	encourage them to read	to learning outcomes	
address any areas	up to learning outcomes	and their	
where tutors might	and their corresponding	corresponding	
require	indicators for	indicators for	
clarification on any	discussion. (E.g., how	discussion.	
aspect of the	are the LOs of		
lesson.	differentiated planning		
NB SL/HoD should	and learning; multi-		
ask tutors to plan	media development and		
for their teaching	use; and differentiated		
as they go through	learning and multi-		
the PD session	media appropriately		
	relate to their		
	corresponding LIs?)		
	1.5 Ask tutors to discuss	1 E In your respective	
		1.5 In your respective	
	the important/	course groups discuss and share the	
	distinctive aspects of the lesson in their		
		important/distinctive	
	course specific groups	aspects of the lesson.	
	and share with the		
	larger group		
	EXAMPLE (distinctive features)		
	· ·		
	 <u>Differentiated</u> Planning and 		
	<u>Planning and</u> Learning in Early		
	<u>Grade and Primary:</u>		
	Scheme of Work;		
	Individual learning		
	Plans (ILP); Peer		
	Assessment		
	• <u>Multi-media</u>		
	<u>Development and use</u>		
	for Primary: Learning		
	<u>joi rinnary.</u> Learning		
	Resources		

			1
	Appropriate for		
	primary school		
	classroom		
	 <u>Differentiated</u> 		
	Learning and Multi-		
	<u>Media:</u> Scheme of		
	Work; Instructional		
	Strategies in planning		
2. Concept	2.1 Ask each course specific	2.1 In your course specific	15 mins
Development	group (Differentiated	groups, read through	
(New learning	planning and learning in	lesson 12 and note	
likely to arise in	EG and UP; multi- media	down the new learning	
lesson/s):	development and use	that is likely to occur	
 Identification 	(UG); and differentiated	from the course	
and discussion	learning and multi-	manuals.	
of new learning,	media (JHS) to read	manado.	
potential	through lesson 12 and		
barriers to	note down new learning		
learning for	that is likely to occur		
student	from the course		
teachers or	manuals		
students,	Example (New Learning)		
concepts or	• <u>Differentiated</u>		
pedagogy being	<u>Planning and</u>		
introduced in	<u>Learning in Early</u>		
the lesson,	<u>Grade and Primary:</u>		
which need to	Meaning of Scheme		
be explored	of Work and		
with the	Individual learning		
SL/HoD	Plans; planning a		
NB The guidance	Scheme of Work and		
for SL/HoD should	Individual Learning		
set out what they	Plans		
need to do to	• <u>Multi-media</u>		
introduce and	Development and		
explain the issues/s	use for Primary:		
with tutors	Types of Learning		
	Resources for an		
	inclusive upper		
	primary school		
	classroom;		
	-		
	Appropriate ways of		
	storing learning		
	resources;		
	Conducting a SEN		

 and GESI audit learning resou <u>Differentiated</u> <u>Learning and I</u> <u>Media:</u> Scherr work, compon of a learning p factors to cons planning learn 2.2 Ask each course sp group to share the views on the new learning they have noted with the wh group for discussion 	Multi- ne of eents olan, sider in hing.
 2.3 Ask each group to identify some pot barriers to learnin the student teach and the way forwa (<i>Potential Barrier</i> <i>Student Teachers</i> <i>Large class size</i> <i>affecting</i>, Unstable Internet connectivity That certain subjet the curriculum are certain gender group <i>E.g., ICT for males</i> <i>Agricultural Sciente</i> <i>males, and Home</i> <i>Economics for fem</i> 	02.3 Ask each group to identify some potential barriers to learning for the student teachers and the way forward. (Potential Barriers for Student Teachersard.student teachers and the way forward. (Potential Barriers for Student Teachers•Large class size affecting, ••Unstable Internet connectivity ••That certain subjects in the curriculum are for certain gender groups. E.g., ICT for males, Agricultural Science for
2.4 Ask groups to ider and discuss how t pedagogies introd in lesson 12 could explored (New Pedagogy Use of e-Learning too resources; Talk for lea (concept cartoons, py	heand discuss how thelucedpedagogies introducedbein lesson 12 could beexplored(New Pedagogy)Is andUse of e-Learning toolsand resources; Talk for

		discussion, seminars,		
		Question and Answer, ETC.)		
3.	Planning for	3.1 Allow tutors to remain	3.1 While in your course	40 mins
	teaching,	in their course specific	specific groups, read	
	learning and	groups to read and	and discuss the	
	assessment	discuss the teaching and	teaching and learning	
	activities for	learning activities for	activities for Lesson 12	
	the lesson/s	Lesson 12 from their	from the course	
•	Reading and	course manuals.	specific manuals.	
	discussion of	Example:	Example:	
	the teaching	Differentiated Planning and	Differentiated Planning	
	and learning	Learning in Early Grade and	and Learning in Early	
	activities	Primary:	Grade and Primary:	
•	Noting and	Guide student teachers to	Guide student teachers to	
	addressing	work in pairs to present	work in pairs to present	
	areas where	prepared schemes of work	prepared schemes of work	
	tutors may	and learning plans to peers	and learning plans to	
	require	in 15 minutes slots.	peers in 15 minutes slots.	
	clarification	Multi-media	Multi-media	
•	Noting	Development and	Development and	
•	opportunities	<u>use for Primary:</u>	use for Primary:	
	for making links	Use mixed gender and	Use mixed gender and	
	to the Basic	mixed attainment small	mixed attainment small	
	School	groups to enable student	groups to enable student	
	Curriculum	teachers discuss the	teachers discuss the	
•	Noting	appropriate ways of storing	appropriate ways of	
•	opportunities	various types of learning	storing various types of	
	for integrating:	resources suitable for	learning resources suitable	
	GESI	inclusive upper primary	for inclusive upper primary	
	responsiveness	classroom.	classroom.	
	and ICT and 21 st			
	C skills	Differentiated Learning and	Differentiated Learning	
•	Reading,	Multi-Media:	and Multi-Media:	
•	discussion, and	Group discussions and	Group discussions and	
	identification of	student-led demonstrations	student-led demonstrations	
	continuous	on how to apply the various	on how to apply the various	
	assessment	instructional strategies in	instructional strategies in	
	opportunities in	planning learning.	planning learning.	
	the lesson. Each	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	
	lesson should	3.2 Ask the groups to share	3.2 In your groups, share	
	include at least	their views on areas of	your views on areas of	
	two	the teaching and	the teaching and	
	opportunities to	learning activities that	learning activities that	
	use continuous	need further	need further	
	assessment to	clarification and how	clarification and	
		may be addressed.	suggest ways to	
			address them.	

support stu	-	question and	3.4 Brainstorm and come	
teacher lea	rning answe	er technique, lead	up with some creative	
Resources:	tutors	to brainstorm	approaches and their	
 links to t 	he and co	ome up with some	related core	
existing	PD creati	ve approaches and	competencies likely to	
Themes,		elated core	be inculcated in	
example		etencies likely to	student teachers and	
action	<i>,</i>	ulcated in student	which can be extended	
research	,	ers and which can	to the basic school	
question		ended to the	learners through STS	
and to o		school learners	activities.	
external	throug	gh STS activities.		
referenc	e Example:		Example:	
material	: Group Wo	ork - Collaborative	Group Work -	
literature	e, on <i>learning</i>		Collaborative learning	
web, Utu	be, Investigat	ion - Critical	Investigation - Critical	
physical	Thinking		Thinking	
resources		- Communication	Role Play - Communication	
power po	oint; (Students	can ascertain the	(Students can ascertain	
how they	extent to	which methods	the extent to which	
should be	<u>د</u>	during STS	methods are used during	
used.	activition	-	-	
Consider		in schools.)	STS activities in schools.)	
needs to	2 4 4 4 4 4			
given to l	Ucai .	itors to brainstorm	3.4 Brainstorm on how	
availabili	-,	w GESI, ICT, and	GESI, ICT, and 21 st	
 guidance 		entury skills could	Century skills could be	
any pow		egrated in the	integrated in the	
point	teachi	ng and learning	teaching and learning	
presenta	ation activit	ies	activities.	
s, TLM o	r			
other	Example		Example	
resource	-	T by utilising short	 ICT by utilising short 	
which ne		leos from	videos from	
to be		uTube,	YouTube,	
develop		eparation and	preparation and	
•	-	esentation of	presentation of	
support		-		
learning		wer point slides;	power point slides;	
• Tutors shou		st century skills	• 21 st century skills	
be expecte		rough	through	
have a plan	-	llaboration and	collaboration and	
the next les	son <i>co</i>	mmunication	communication	
for student	du	ring group	during group	
teachers	pr	esentations;	presentations;	
	• GE	SI through fair	• GESI through fair	
		stribution of	distribution of	
		aching and	teaching and	
		arning	learning	
	100	anning	ieurning	

opportunities in and	opportunities in	
out of classroom,	and out of	
and ensuring that	classroom, and	
graphics in ICT	ensuring that	
material are GESI	graphics in ICT	
friendly; SEN,	material are GESI	
inclusivity, and	friendly; SEN,	
diversity making	inclusivity, and	
student teachers	diversity making	
acknowledge the	student teachers	
individual	acknowledge the	
differences in the	individual	
classroom, especially	differences in the	
mainstream colleges	classroom,	
of education.	especially	
	mainstream	
	colleges of	
	education.	
3.5 In pairs ask tutors to	3.5 In pairs identify links	
-		
identify links to the	to the existing PD	
existing PD Themes,	Themes, YouTube links	
YouTube links and	and discuss how they	
discuss how they could	could be used.	
be used.		
E.g., Talk for Learning –	E.g., Talk for Learning –	
concept cartoons (Theme	concept cartoons (Theme	
3); Group Work- mixed	3); Group Work- mixed	
gender and ability groups	gender and ability groups	
(Theme 4); Teaching and	(Theme 4); Teaching and	
Learning Materials (Theme	Learning Materials	
5)	(Theme 5)	
3.6 Ask tutors to mention	3.6 Mention some GESI	
some GESI responsive	responsive resources	
resources that can be	that can be used with	
used with the suggested	the suggested	
approaches and	approaches and	
strategies in achieving	strategies in achieving	
the LOs.	the LOs.	
3.7 Using Pair- Share, ask	3.7 Turn to your elbow	
tutors to dialogue in	partner, dialogue and	
pairs and share with	share with colleagues	
colleagues the	the continuous	
continuous assessment	assessment	
opportunities in the	opportunities in the	
	opportunities in the	

	course manuals for lesson 11 which they are currently employing and how they meet the NTEAP demands. (Subject Projects and Subject Portfolio) 3.8 Ask a tutor/tutors to model a presentation of an activity (e.g., Using appropriate teaching and learning materials (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms) 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,	 course manuals for lesson 11 which you are currently employing and how they meet the NTEAP demands. (Subject Projects and Subject Portfolio) 3.8 Model a presentation of an activity (e.g., Using appropriate teaching and learning materials (TLMs) including adaptive devices to enhance learning among early adolescents in inclusive classrooms) 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, 	
	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.	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.	
 Evaluation and review of session: Tutors should Identifying critical friends 	4.1 Ask tutors to individually share their views on the key issues discussed during the session.	4.1 Individually share your views on the key issues discussed during the session.	15 mins
to observe lessons and report at next session.	4.2 Encourage tutors to identify any outstanding issues relating to the lessons to be addressed.	4.2 Identify any outstanding issues relating to the lessons to be addressed.	

•	Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Encourage tutors to identify a critical friend to observe their lessons and report on it at the next PD session.	4.3 Identify a critical friend to observe their lessons and report on it at the next PD session.	
		4.4 Use discussions to facilitate tutors' reflection on the semester's PD sessions and make comments to improve the process.	4.4 Reflect on the semester's PD sessions and make comments to improve the process	

SPECIAL EDUCATION NEEDS (SEN)

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SPECIAL EDUCATON 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EG, UP and JHS Overview of subject/s age level/s to be covered in the 	 1.0 Begin the lesson with an Ice breaker- Welcome Tutors 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). 	Tutors read the introductory portions of the course manual/s, and discuss the course expectations and course assessment components (See Appendix 2).	20 mins

 PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. Introduction to the course manual/s Overview of course learning outcomes Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment 	 1.1 Ask Tutors to read from the Course Manual and discuss the purpose of the JHS specialism. <i>For example:</i> Laws and Policies in Special Needs: 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 ii. Communication Modes for Learners with Special Educational Needs (SEN): To expose Tutors to causes 	1.1 Read and discuss the purpose of the JHS specialism	
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.	of and classroom implications of communication disorders in schools, and ways of managing learners with these disorders 1.2 Ask Tutors to read and discuss the overview of subject to be covered in the PD sessions.	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	
 1(b) Introduction to the session Review prior learning Reading and discussion of the introductory sections of the 	Note: Tutors to note that this course is for JHS specialism. 1.3 Ask tutors to read the course manual and discuss the course learning outcomes and indicators and how they align	Note: Note that this course is for JHS specialism. 1.3 Read the course manual and discuss the course learning outcomes and indicators and how they align.	

 lesson up to and including learning outcomes and indicators Overview of content and identification of 	1.4 Ask tutors to discuss the assessment components to be undertaken in each subject during the semester (Reference to NTEAP)	1.4 Discuss the assessment components to be undertaken in each subject during the semester (Reference to NTEAP)	
any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas	1.5. Review prior learning by asking tutors to share their experiences and lessons learned from the PD sessions (Year 1 Semester 2)	1.5. Share your experiences and lessons learned from the PD sessions for Year 1 Semester 2	
where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan	1.6 Ask tutors to read individually from the Course Manual and in small groups, discuss the learning outcomes and indicators.	1.6. Read individually from the Course Manual and in small groups, discuss the learning outcomes and indicators.	
for their teaching as they go through the PD session	 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 	1.7 Read the overview of content and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions	
	Note: Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.	Note: Identify areas where you might require clarification or redress	
	For example: I. Communication Modes: -what are the communication options available? - Are parents able to communicate	Think through and plan for your teaching as you go through this PD session	
	effectively with their children who have		

				1
		communication problems?		
		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 extend are these		
		laws/policies being		
		enforced?		
		Are learners with disabilities		
		aware of their rights under		
		the law?		
1		- Are there any		
		advocacy groups		
		that can support		
		learners with		
		disabilities?		
		Ask tutors to think through		
		and plan for their teaching		
		as they go through this PD		
		session		
2.	Concept	2.1 Ask tutors to read and	2.1 Read and identify new	15 mins
	Development	identify new learning,	learning, potential	
	(New learning	potential barriers to	barriers to learning,	
	likely to arise in	learning, concepts or	concepts or pedagogy	
	lesson/s):	pedagogy being	being introduced in	
•	Identification	introduced in the	the lesson for	
1	and discussion	lesson, for discussion	discussion	
1	of new learning,			
1	potential	Note: Set out what tutors	Note: Discuss what you need to do to introduce	
	barriers to	need to do to introduce and		
1	learning for	explain the issues	and explain the issues	
	student	Examples of barriers to	Examples of barriers:	
	teachers or	learning:	Large class	
1	students,	Large class	sizes;(Solution:	
1	concepts or	sizes;(Solution:	maximize the use of	
1	pedagogy being	maximize the use of	small/mixed	
1	introduced in	small/mixed	ability/mixed gender	
	the lesson,	ability/mixed gender	groupings)	
	which need to	groupings)	Poor Internet	
	be explored	1	connectivity (lobby	1

	1				
with the	•	Poor Internet		government/local	
SL/HoD		connectivity (Solution:		authorities/civil	
NB The guidance		lobby government/local		society	
for SL/HoD should		authorities/civil society		organisations/NGOs/IC	
set out what they		organisations/NGOs/ICT		T-Network companies	
need to do to		-Network companies for		for support to improve	
introduce and		support to improve		network connectivity);	
explain the issues/s		network connectivity);	•	Misconceptions about	
with tutors	_		•	•	
	•	Misconceptions about		causes of	
		causes of		communication	
		communication		disorders (Intensify	
		disorders (Solution:		public education on	
		Intensify public		causes of disabilities	
		education on causes of		including	
		disabilities including		communication	
		communication		disorders);	
		disorders);	•	Ignorance of specific	
	•	Ignorance of specific		laws and policies on	
		laws and policies on		disability; e.g., Persons	
		disability; e.g., Persons		with Disability Law,	
				2006 (Act 715);	
		with Disability Law,		Inclusive Education	
		2006 (Act 715); Inclusive			
		Education Policy		Policy (Intensify public	
		(Solution: Intensify		education on the laws	
		public education on the		and policies available)	
		laws and policies	•	Ignorance about the	
		available)		rights of persons with	
	•	Ignorance about the		disabilities (Educate	
		rights of persons with		persons with	
		disabilities (Solution:		disabilities and their	
		Educate persons with		caregivers about their	
		disabilities and their		rights)	
		caregivers about their	•	Lack of materials in	
		rights)		different formats for	
	•	Lack of materials in		students/learners with	
		different formats for		SEN (Braille version,	
				,	
		students/learners with		text-to-speech) -(Write	
		SEN (Braille version,		proposals to NGOs etc	
		text-to-speech) -(Write		for support to develop	
		proposals to NGOs etc		materials. Also,	
		for support to develop		encourage persons	
		materials. Also,		with disabilities	
		encourage persons with		themselves to make	
		disabilities themselves		low-cost materials	
		to make low-cost		from local materials	
		materials from local		e.g., cardboards etc).	
	I				

materials e.g.,	Large class
cardboards etc).	sizes;(Solution:
	maximize the use of
	small/mixed
	ability/mixed gender
	groupings)
	 Poor Internet
	connectivity (lobby
	government/local
	authorities/civil
	society
	organisations/NGOs/IC
	T-Network companies
	for support to improve
	network connectivity);
	Misconceptions about
	causes of
	communication
	disorders (Intensify
	public education on
	causes of disabilities
	including
	communication
	disorders);
	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)
	 Ignorance about the
	rights of persons with
	disabilities (Educate
	persons with
	disabilities and their
	caregivers about their
	rights)
	 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	

			_
		materials. Also, encourage persons with disabilities themselves to make low-cost materials from local materials e.g., cardboards etc).	
	 Examples of new learning: Tutors acquire knowledge about laws and policies in Ghana such as: the Persons with Disability Law (Act 715) Tutors learn about the causes and management of communication disorders 	 Examples of new learning: You acquire knowledge about laws and policies in Ghana such as: the Persons with Disability Law (Act 715) You learn about the causes and management of communication disorders 	
	 Examples of concepts/pedagogy being introduced Inclusive Education Policy Communication Communication disorders International Laws and conventions Conventions on Disability Rights of the Child Child abuse 	 Examples of concepts/ pedagogy being introduced Inclusive Education Policy Communication Communication disorders International Laws and conventions Conventions on Disability Rights of the Child Child abuse 	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and 	 3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual) 	3.1 Read and discuss teaching and learning activities in the course	
discussion of the teaching and learning activities	 Examples of Teaching and learning Activities: Resource persons invited to make 	 Examples of Teaching and learning Activities: Resource persons invited to make 	

•	Noting and	presentations on	presentations on	
	addressing	International	International	
	areas where	Conventions on	Conventions on	
	tutors may	Disability, Rights of the	Disability, Rights of the	
	require	Child and child abuse;	Child and child abuse;	
	clarification	• Tutor-led seminars and	• Tutor-led seminars	
		discussions on the	and discussions on the	
•	Noting			
	opportunities	conventions on	conventions on	
	for making links	children's rights;	children's rights;	
	to the Basic	 Use of communication 	 Use of communication 	
	School	games, puzzles and	games, puzzles and	
	Curriculum	videos to explain the	videos to explain the	
	Noting	meaning and types of	meaning and types of	
-	opportunities	communication	communication	
	• •			
	for integrating:	disorders	disorders	
	GESI			
	responsiveness	3.2 Ask tutors to read and	3.2 Read and note down	
	and ICT and 21 st	note areas where they	areas where you may	
	C skills	may require clarification	require clarification for	
•	Reading,	for further discussion.	further discussion	
	discussion, and			
	identification of	3.3 Ask tutors to read from	3.3 Read relevant portions	
	continuous	the Four-Year B.Ed	of the Four-Year BEd	
1		Degree School	Degree School	
1	assessment	Placement Handbook	Placement Handbook	
1	opportunities in			
1	the lesson. Each	and to note and discuss	and to note and	
1	lesson should	opportunities for	discuss opportunities	
1	include at least	making links during STS	for making links during	
1	two	(Reference: STS School	STS (Reference: STS	
1	opportunities	Placement Handbook pp	School Placement	
1	touse	7-21)	Handbook pp 7-21)	
	continuous			
1	assessment to	3.4 Ask tutors to identify	3.4 Identify opportunities	
1	support student	opportunities for	for integrating GESI	
	teacher	integrating, GESI	responsiveness, ICT	
			and 21 st C skills	
	learning	responsiveness, ICT and		
•	Resources:	21 st C skills		
	 Links to the 			
	existing PD	Note:	Note:	
	Themes, for	GESI:	GESI:	
	example,	Tutors to note and	Note that SEN embodies	
	action	appreciate the fact that SEN	GESI (PROMPT-e.g.,	
	research,	embodies GESI issues.	forming groups based on	
	questioning	(PROMPT-e.g., forming	gender/academic ability	
	and to other	groups based on	are SEN/GESI issues).	
		gender/academic ability are		
	external	-		
	reference	SEN/GESI issues).		

literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability o guidance on any power point presentation s, TLM or other resources which need to be developed to support	 om/watch?v=PKegRIHFq H4 Use of smart phones to download information from YouTube Use of PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration 	 Use of smart phones to surf for information online (E.g., Provide links to YouTube videos of lessons involving learners with communication disorders <u>https://www.youtube.</u> <u>com/watch?v=PKegRI</u> <u>HFqH4</u> Use of smart phones to download information from YouTube Use of PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration
 Tutors should be expected to have a plan for the next lesson for student teachers 	 Useful links: Please, read for more information on international laws from the following link: https://dref.org>internatio nal-laws. Retrieved on 22-08-2021. 3.5 Remind Tutors of subject projects. 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 	 and communication Useful links: Please, read for more information on international laws from the following link: <u>https://dref.org>internati</u> <u>onal-laws</u>. Retrieved on 22-08-2021. 3.5 Tutors are reminded of subject projects. 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

Example of Subject Project:	Example of Subject Project:
 Design an interview 	 Design an interview
protocol to assess the	protocol to assess the
knowledge of classroom	knowledge of
teachers on their	classroom teachers on
knowledge of the	their knowledge of the
Disability law/ Inclusive	Disability law/
Education Policy in	Inclusive Education
, Ghana. Student	Policy in Ghana.
teachers write a 3- page	Student teachers write
report of their findings	a 3- page report of
and store in their	their findings and
portfolio.	store in their portfolio.
• Create a 6-point	Create a 6-point
checklist to identify a	checklist to identify a
, learner with a	learner with a
communication disorder	communication
(e.g., stuttering). Write	disorder (e.g.,
a 2 page report on the	stuttering). Write a 2
nature of the disorder,	page report on the
how you identified the	nature of the disorder,
learner and possible	how you identified the
ways of managing this	learner and possible
learner in class.	ways of managing this
	learner in class.
Example of subject	Example of subject
Portfolio activity:	Portfolio activity:
Conduct Quizzes,	Conduct Quizzes,
Assignments and group	Assignments and group
presentations	presentations
b. Video record classroom	b. Video record classroom
interactions involving a	interactions involving a
learner with a	learner with a
communication disorder	communication disorder
(e.g., stuttering) and	(e.g., stuttering) and
classmates/tutor. Focus on	classmates/tutor. Focus on
the nature of interactions,	the nature of interactions,
how they are turn-taking;	how they are turn-taking;
being tolerant with the	being tolerant with the
learner with SEN; Allowing	learner with SEN; Allowing
the learner to express	the learner to express
her/himself freely. Discuss	her/himself freely. Discuss
and prepare to assist the	and help the student
student teacher to write a	teacher to write a 350-
350-word report on group	word report on group

		-
conversions. File their report	conversions. File the	
in the portfolio.	report in their portfolio.	
<i>c.</i> Interview student teacher	<i>c.</i> Interview the student	
during STS on their	teacher during STS on	
challenges in teaching a	their challenges in	
learner with a	teaching a learner with a	
communication disorder.	communication disorder.	
Let tutors share their	Share the student	
perspectives in groups and	teachers' perspectives in	
assist student teachers to	groups and assist the	
	student teacher to write a	
write a 150-word report for		
their portfolio	150-word report for their	
d. discuss (in groups, and	portfolio	
whole class, using power-	d. discuss (in groups, and	
points as applicable) your	whole class, using power-	
knowledge about laws and	points as applicable) your	
policies on Special Needs,	knowledge about laws and	
both at the National and	policies on Special Needs,	
International Space	both at the National and	
<i>e.</i> Let tutors check student	International Space	
teacher's file/reports for	e. Assess student teacher's	
their subject portfolios	file/reports in their subject	
Student teacher presents a	portfolios	
comprehensive report on	Student teacher presents a	
their findings	-	
	comprehensive report on	
	their findings	
275	2.7.8	
3.7 Resources:	3.7 Resources:	
Make links to the	Link discussions to the	
existing PD Themes, for	existing PD Themes,	
example, action	for example; action	
research, questioning	research, questioning	
and to other external	and to other external	
reference material:	reference material:	
literature, on web,	literature, on web,	
YouTube, physical	YouTube, physical	
resources, power point;	resources, power	
how they should be	point; how they should	
used. Consideration	be used. Consideration	
needs to be given to	needs to be given to	
local availability	local availability	
	1	
Examples of Resources:	Examples of Resources:	
Examples of Resources:	Examples of Resources:	
Audio visuals from	Audio visuals from	
Audio visuals from YouTube	 Audio visuals from YouTube 	
Audio visuals from	Audio visuals from	

		 Guide tutors to assist student teachers on how to prepare and use PowerPoint for their presentations; Tutors develop TLMs/ other resources needed to support learning 3.8 Ask tutors to prepare a plan for the next lesson. 	 Assist student teachers to prepare and use PowerPoint for their presentations Assist student teachers to develop TLMs/ other resources needed to support learning 3.8 Prepare a plan for the next lesson. 	
•	Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and	 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/s 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/s for clarification 	15 mins
	addressing any outstanding issues relating to the lesson/s for clarification			

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	 1.0 Begin Lesson with an Ice Breaker 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. 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. 	 1.1 Share your experiences/lessons learned from the previous PD session (PD Session 1). Discuss these experiences in small mixed sex groups. 1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 2 and how they align. 	20 mins

 Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	 1.3 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 1.4. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1b.5 Ask tutors to plan for their teaching as they go through the PD session 	 1.3 Read the overview of content and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions 1.4. Identify areas where you might require clarification on any aspect of the lesson, for redress. 1b.5 Plan for your teaching as you go through the PD session 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion 	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
of new learning, potential barriers to learning for student	Note: Set out what tutors need to do to introduce and explain the issues	Note: Set out what you need to do to introduce and explain the issues	
teachers or students,	Examples of barriers to learning:	Examples of barriers to learning:	
concepts or	 Large class sizes; 	 Large class sizes; 	
pedagogy being	Poor Internet	Poor Internet	
introduced in	connectivity;	connectivity;	
the lesson,	 Misconceptions about 	Misconceptions about	
which need to	causes of	causes of	
be explored	communication	communication	
with the	disorders;	disorders;	
SL/HoD	 Ignorance of specific 	Ignorance of specific	
NB The guidance	international policies on	international policies	
for SL/HoD should	disability; e.g. The	on disability; e.g. The	
set out what they	Individuals with	Individuals with	
need to do to	Disabilities	Disabilities	

introduce and explain the issues/s with tutors	 Improvement Act of 2004; Convention on the Rights of Persons with Disabilities (CRPD) Ignorance about the rights of persons with disabilities Lack of materials in different formats for students/learners with 	 Improvement Act of 2004; Convention on the Rights of Persons with Disabilities (CRPD) Ignorance about the rights of persons with disabilities Lack of materials in different formats for 	
	 SEN (Braille version, text-to-speech) Examples of new learning: Tutors acquire knowledge about International Policies on 	students/learners with SEN (Braille version, text-to-speech) Examples of new learning: • Acquire knowledge about International Policies on Disability	
	 Disability Tutors learn about the causes, types and management of communication disorders 	 Learn about the causes, types and management of communication disorders 	
	 Examples of concepts/pedagogy being introduced Disabilities Communication disorders International Laws and conventions Conventions on Disability Rights of the Child 	 Examples of concepts/pedagogy being introduced Disabilities Communication disorders International Laws and conventions Conventions on Disability Rights of the Child 	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
 Reading and discussion of the teaching 	 Examples of Teaching and learning Activities: Resource persons invited to make 	 Examples of Teaching and learning Activities: Resource persons invited to make 	

	and learning	presentations on	presentations on
	activities	International Policies on	International Policies
•	Noting and	Disability, Rights of the	on Disability, Rights of
•	addressing	Child and child abuse;	the Child and child
	areas where		abuse;
	tutors may	discussions on policies	
	require	on children's rights;	and discussions on
	clarification	Use of communication	policies on children's
•	Noting	games, puzzles and	rights;
	opportunities	videos to explain the	Use of communication
	for making links	meaning and types of	games, puzzles and
	to the Basic	communication	videos to explain the
	School	disorders	meaning and types of
	Curriculum	 Watch YouTube videos 	communication
•	Noting	on Teachers teaching a	disorders
	opportunities	class with a learner with	 Watch YouTube videos
	for integrating:	a Communication	on Teachers teaching a
	GESI	Disorder. Having a	class with a learner
	responsiveness	group discussion on the	with a Communication
	and ICT and 21 st	management	Disorder. Having a
	C skills	techniques.	group discussion on
•	Reading,	•	the management
	discussion, and		techniques.
	identification of		
	continuous	3.2 Ask tutors to read and	3.2. Read and note areas
	assessment	note areas where they	where you may require
	opportunities in	may require clarification	clarification for further
	the lesson. Each	for further discussion in	discussion in small groups.
	lesson should	small groups.	and a second and a second a se
	include at least	0 P	
	two	3.3 Ask tutors to read	3.3 Read relevant portions
	opportunities to	relevant portions of the	of the Basic School
	use continuous	Basic School Curriculum	Curriculum and STS
	assessment to	and STS Manual and	Manual and note for
	support student	note and discuss	discussion opportunities
	teacher	opportunities for	for making links with
	learning	making links with	current lesson
	Resources:	current lesson	
	 links to the 		
		3.4 Ask tutors to identify	3.4 Identify opportunities
	existing PD	opportunities for	for integrating: GESI
	Themes, for		
	example,	integrating: GESI	responsiveness, ICT
	action	responsiveness, ICT and	and 21 st C skills
	research,	21 st C skills	
	questioning		
	and to other		
	external		

reference	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
 materials: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability guidance on any power 	 Use of smart phones to surf for information online Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 	 Use of smart phones to surf for information online Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication
point	Useful links:	Useful links:
 presentation s, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Please, read for more information on international laws from the following link: https://dref.org>internatio nal-laws. Retrieved on 22- 08-2021. 3.5 Remind Tutors of subject projects. Examples of continuous assessment activities Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping	 Please, read for more information on international laws from the following link: <u>https://dref.org>internati</u> <u>onal-laws</u>. Retrieved on 22-08-2021. 3.5 Remember to give subject projects to assess student teachers. Examples of continuous assessment activities <i>Conduct Quizzes,</i> <i>Assignments and group</i> <i>presentations. Assist your</i> <i>student teachers to write</i>
	 <i>in portfolios.</i> 3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external reference materials: 	short reports on group presentations for safe keeping in their portfolios for assessment. 3.6 Resources: 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 Examples of Resources: Audio visuals from YouTube Samples of inventories and checklists Guide tutors on how to prepare and use PowerPoint for their presentations Tutors develop TLMs/ other resources needed to support teaching/learning 	 literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Examples of Resources: Audio visuals from YouTube Samples of inventories and checklists Learn how to prepare and use PowerPoint for your presentations Develop TLMs/ other resources needed to support teaching/learning 	
 4. Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 plan for the next lesson. 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/s for clarification 	 next lesson. 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/s for clarification 	15 mins

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	 1.0 Begin Lesson with an Ice Breaker 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. 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. 	 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. 1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 2 and how they align. 	20 mins

			
 Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and 	 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 1.4 Ask tutors to identify 	 1.3 Read the overview of content and identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions 1.4 Identify areas where 	
address any areas where tutors might require clarification on any aspect of the	areas where they might require clarification on any aspect of the lesson, for redress.	you might require clarification on any aspect of the lesson, for redress.	
lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.5 Ask tutors to plan for their teaching as they go through the PD session	1.5 Plan for your teaching as you go through the PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, 	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
potential barriers to learning for student	Note: Set out what tutors need to do to introduce and explain the issues	Note: Set out what you need to do to introduce and explain the issues	
teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance	 Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Misconceptions about communication disorders; Inadequate knowledge on aspects of the 1992 constitution that 	 Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Misconceptions about communication disorders; Inadequate knowledge on aspects of the 1992 constitution that 	
for SL/HoD should set out what they need to do to	address disability issues and equal rights to	address disability issues and equal rights	

introduce and explain the issues/s with tutors	 education; and the Children's Act 1998 Ignorance about the rights of persons with disabilities Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) 	 to education; and the Children's Act 1998 Ignorance about the rights of persons with disabilities Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) 	
	 Examples of new learning: Tutors acquire knowledge about the 1992 constitution and the Children's Act 1998 Tutors learn about the characteristics of children and infants with communication disorders 	 Examples of new learning: Acquire knowledge about the 1992 constitution and the Children's Act 1998 Learn about the characteristics of children and infants with communication disorders 	
	 Examples of concepts/pedagogy being introduced Communication disorders 1992 Constitution Children's Act 1998 Rights of the Child 	 Examples of concepts/pedagogy being introduced Communication disorders 1992 Constitution Children's Act 1998 Rights of the Child 	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
 Reading and discussion of the teaching and learning activities 	 Examples of Teaching and learning Activities: Resource persons invited to make presentations on 1992 	 Examples of Teaching and learning Activities: Resource persons invited to make presentations on 1992 	
 Noting and addressing areas where tutors may 	 Constitution and the Children's Act 1998 Tutor-led seminars and discussions on policies on children's rights 	 Constitution and the Children's Act 1998 Tutor-led seminars and discussions on 	

require clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21 st C skills Reading, discussion, and identification of continuous assessment	 Use of communication games, puzzles and videos to explain the meaning and types of communication disorders Downloading and viewing YouTube videos on learners with communication disorders. Tutors form small mixed ability and mixed sex groups to discuss the characteristics of communication disorders. 	 policies on children's rights; Use of communication games, puzzles and videos to explain the meaning and types of communication disorders Downloading and viewing YouTube videos on learners with communication disorders. Form small mixed ability and mixed sex groups to discuss the characteristics of communication disorders. 	
opportunities in the lesson. Each lesson should include at least two opportunities to	3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.	3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.	
use continuous assessment to support student teacher learning • Resources: • Links to the existing PD	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	3.3 Read relevant portions of the Basic School Curriculum and STS Manual and note opportunities for making links with current lesson, for discussion	
Themes, for example, action research, questioning and to other external	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	
reference material: literature, on web, YouTube, physical	 Examples of ICT and 21st Century Skills: Tutors use smart phones to surf for information online (YouTube) and download them. 	 Examples of ICT and 21st Century Skills: Use smart phones to surf for information online (YouTube) and download them. 	

racources	T. to and the second		
 resources, power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentation s, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Tutors prepare PowerPoint slides for group presentations Tutors to form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication Some useful links: Please, read for more information on international laws from the following link: https://dref.org>internatio mal-laws. Retrieved on 22- 08-2021. S Remind Tutors of subject projects and dates for submission of reports. Examples of continuous assessment activities 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. G Resources: Ask Tutors to make links to the existing PD Themes. For example, action research, questioning and to 	 Prepare PowerPoint slides for group presentations Form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication Some useful links: Please, read for more information on international laws from the following link: https://dref.org>internati onal-laws. Retrieved on 22-08-2021. S Remember to give your student teachers subject projects and dates for submission of reports. Examples of continuous assessment activities <i>Conduct Quizzes,</i> <i>Assignments and group</i> <i>presentations. Assist the</i> <i>student teacher to write a</i> <i>short report on group</i> <i>presentations for safe</i> <i>keeping in their portfolios.</i> G Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external 	
	questioning and to		
	other external reference	reference material:	
		reference material: literature, on web,	
	other external reference		
	other external reference material: literature, on	literature, on web,	

	 used. Consideration needs to be given to local availability Examples of Resources: Audio visuals from YouTube Samples of inventories and checklists Prepared PowerPoint slides for group presentations TLRs that support learning 3.7. Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs. 	 be used. Consideration needs to be given to local availability Examples of Resources: Audio visuals from YouTube Samples of inventories and checklists Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Think about a plan for the next lesson and, share same in pairs. 	
 4. Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Ask tutors to identify critical friends to observe their lessons and report at the next PD session. 4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification 	 4.1 Identify critical friends to observe their lessons and report at the next PD session. 4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification 	15 mins

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of 	 1.0 Begin Lesson with an Ice Breaker 1.1 Ask a critical friend who observed the previous PD Session (PD Session 3) to share his/her observations of the lesson. 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. 	 1.1 A critical friend who observed the previous PD Session (PD Session 3) shares their observations of the lesson. 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. 	20 mins

			1
any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for	 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. 1.4 Ask tutors to read the overview of the lesson from the course outline 	 1.3 Read the relevant introductory sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 4. 1.4 Read the overview of the lesson from the course outline and 	
their teaching as they go through the PD session	and identify any distinctive aspects of the lesson/s. Ask Tutors to write down their observations for small group discussions later	identify any distinctive aspects of the lesson/s. Write down your observations for small group discussions later	
	1.5. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.	1.5. Identify areas where you might require clarification on any aspect of the lesson, for redress.	
	1.6 Ask tutors to plan for their teaching as they go through the PD session	1.6 Plan for your teaching as you go through the PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, 	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
potential barriers to learning for student teachers or students, concepts or	Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers to	Note: Set out what you need to do to introduce and explain the issues Examples of barriers to	
pedagogy being introduced in the	 Large class sizes; 	 learning: Large class sizes; 	
lesson, which need to be	 Poor Internet connectivity; 	 Poor Internet connectivity; 	

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	 Causes of communication disorders; Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) Inadequate knowledge on National Policies on Disabilities Inadequate knowledge about the rights of persons with disabilities Examples of new learning: Tutors acquire knowledge about National Policies on 	 Causes of communication disorders Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) Inadequate knowledge on National Policies on Disabilities Inadequate knowledge about the rights of persons with disabilities Examples of new learning: Acquire knowledge about National Policies on Disabilities 	
	 Disabilities Tutors learn about the causes of communication disorders 	 Learn about the causes of communication disorders 	
	 Examples of concepts/pedagogy being introduced Communication disorders National Policies on Disabilities Rights of individuals with disabilities 	 Examples of concepts/pedagogy being introduced Communication disorders National Policies on Disabilities Rights of individuals with disabilities 	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and 	 3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual) Examples of Teaching and 	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual) Examples of Teaching and	40 mins
discussion of the teaching and learning activities	 Resource persons invited to make 	 Resource persons invited to make 	

power point;	Examples of ICT and 21 st	Examples of ICT and 21 st	
how they	Century Skills:	Century Skills:	
should be used.	Tutors use smart	Use smart phones to	
Consideration	phones to surf for	surf for information	
needs to be	information online	online (YouTube) and	
given to local	(YouTube) and	download them.	
availability	download them.		
 guidance on 		Prepare PowerPoint	
any power	Tutors prepare	slides for group	
point	PowerPoint slides for	presentations	
presentations,	group presentations	• Form small/mixed	
TLM or other	Tutors to form	gender groups for	
resources	small/mixed gender	their presentations to	
which need to	groups for their	ensure equity,	
be developed	presentations to ensure	inclusivity, respect for	
to support	equity, inclusivity,	diversity, collaboration	
learning	respect for diversity,	and communication	
• Tutors should be	collaboration and		
expected to have	communication		
a plan for the			
next lesson for	Some useful links: Please,	Some useful links: Please,	
student teachers	read for more information	read for more information	
	on international laws from	on international laws from	
	the following link:	the following link:	
	https://dref.org>internatio	<u>https://dref.org>internati</u>	
	nal-laws. Retrieved on 22-	onal-laws. Retrieved on	
	08-2021.	22-08-2021.	
	3.5 Remind Tutors of	3.5 Remember to give	
	subject projects and	your student teachers	
	dates for submission of	subject projects and	
	reports.	dates for submission	
		of reports.	
	Examples of continuous	Examples of continuous	
	assessment activities	assessment activities	
	Conduct Quizzes, Assignments	Conduct Quizzes, Assignments	
	and group presentations.	and group presentations.	
	Write short reports on group	Write short reports on group	
	presentations for safe keeping	presentations for safe keeping	
	in portfolios.	in portfolios.	
	3.6 Resources:	3.6 Resources:	
	Ask Tutors to make links	Make links to the	
	to the existing PD	existing PD Themes,	
	Themes. For example,	for example, action	
	action research,	research, questioning	
	questioning and to	and to other external	

	other external reference	reference material:	
	material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	
	 Examples of Resources: Audio visuals from YouTube Education Strategic Plan 2003-2030 – online Education Act 2008 MoE (2008) Prepare PowerPoint slides for group presentations TLRs that support learning 	 Examples of Resources: Audio visuals from YouTube Education Strategic Plan 2003-2030 – online Education Act 2008 MoE (2008) Prepare PowerPoint slides for group presentations TLRs that support learning 	
	3.7. Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs.	3.7 Think about a plan for the next lesson and, share same in pairs.	
 4. Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at 	 4.1 Ask tutors to identify critical friends to observe their lessons and report at the next PD session. 4.2 Ask Tutors to identify and bring up any 	 4.1 Identify critical friends to observe their lessons and report at the next PD session. 4.2 Identify and bring up any outstanding issues 	15 mins
 Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	outstanding issues relating to the lesson/s for clarification	relating to the lesson/s for clarification	

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 1.0 Begin Lesson with an Ice Breaker 1.1 Ask a critical friend who observed the previous PD Session (PD Session 4) to share his/her observations of the lesson. 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. 	 1.1 A critical friend who observed the previous PD Session (PD Session 4) share their observations of the lesson. 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. 	20 mins

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	 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. 1.4 Ask tutors to read the overview of the lesson from the course outline and identify any 	 1.3 Read the relevant introductory sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 5. 1.4 Read the overview of the lesson from the course outline and identify any distinctive 	
PD session	distinctive aspects of the lesson/s. Ask Tutors to write down their observations for small group discussions later	aspects of the lesson/s. Write down your observations for small group discussions later	
	1.5. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress.	1.5. Identify areas where you might require clarification on any aspect of the lesson, for redress.	
	1.6 Ask tutors to plan for their teaching as they go through the PD session	1.6 Plan for your teaching as you go through the PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, 	2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion	15 mins
potential barriers to learning for student teachers or students,	Note: Set out what tutors need to do to introduce and explain the issues	Note: Set out what you need to do to introduce and explain the issues	
concepts or pedagogy being	Examples of barriers to learning:	Examples of barriers to learning:	
introduced in the lesson, which need to be	 Large class sizes; Poor Internet connectivity; 	 Large class sizes; Poor Internet connectivity; 	
<u> </u>			

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	 Inadequate knowledge on National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715 Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) 	 Inadequate knowledge on National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715 Lack of materials in different formats for students/learners with SEN (Braille version, text-to-speech) 	
	 Examples of new learning: Tutors acquire knowledge about National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715 	 Examples of new learning: Acquire knowledge about National Gender and Childrens Policy and Persons with Disability Law (2006) Act 715 	
	 Tutors learn about the Implications of communication disorders 	 Learn about the Implications of communication disorders 	
	 Examples of concepts/pedagogy being introduced Implications of communication disorders Persons with Disability Law (2006) Act 715 Rights of individuals with disabilities 	 Examples of concepts/pedagogy being introduced Implications of communication disorders Persons with Disability Law (2006) Act 715 Rights of individuals with disabilities 	
3. Planning for teaching, learning and assessment activities for the lesson/s	 3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual) 	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
 Reading and discussion of the teaching and learning activities 	 Examples of Teaching and learning Activities: Resource persons invited to make presentations on 	 Examples of Teaching and learning Activities: Resource persons invited to make presentations on 	

 Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills 	 Persons with Disability Law (2006) Act 715 Guide student teachers to discuss the policy goals Use of communication games, puzzles and videos to explain the implications of communication disorders Downloading and viewing YouTube videos on learners with communication disorders. 	 Persons with Disability Law (2006) Act 715 Student teachers to discuss the policy goals Use of communication games, puzzles and videos to explain the implications of communication disorders Downloading and viewing YouTube videos on learners with communication disorders. Form small mixed 	
 Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each 	 Tutors form small mixed ability and mixed sex groups to discuss the implications of communication disorders. 	ability and mixed groups to discuss the implications of communication disorders.	
lesson should include at least two opportunities to use continuous assessment to	3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.	3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.	
support student teacher learning Resources: • Links to the existing PD Themes, for example, action research,	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	3.3 Read relevant portions of the Basic School Curriculum and STS Manual and note opportunities for making links with current lesson, for discussion	
questioning and to other external reference material:	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	
literature, on web, YouTube, physical	Examples of ICT and 21 st Century Skills: • Tutors use smart	Examples of ICT and 21 st Century Skills: • Use smart phones to	
resources,	phones to surf for	surf for information	

 power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed 	 information online (YouTube) and download them. Tutors prepare PowerPoint slides for group presentations Tutors to form small/mixed gender groups for their presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication 	 online (YouTube) and download them. Prepare PowerPoint slides for group presentations Form small/mixed gender groups for your presentations to ensure equity, inclusivity, respect for diversity, collaboration and communication 	
 to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	Some useful links: Please, read for more information on international laws from the following link: <u>https://dref.org>internatio</u> <u>nal-laws</u> . Retrieved on 22- 08-2021.	Some useful links: Please, read for more information on international laws from the following link: <u>https://dref.org>internati</u> <u>onal-laws</u> . Retrieved on 22-08-2021.	
	3.5 Remind Tutors of subject projects and dates for submission of reports.	3.5. Remember to support the student teachers to do their subject projects and give dates for submission of reports.	
	Examples of continuous assessment activities Conduct Quizzes, Assignments and group presentations. Write short reports on group presentations for safe keeping in portfolio.	Examples of continuous assessment activities Conduct Quizzes, Assignments and group presentations. Ask the student teacher to write a short report on group presentations for safe keeping in their portfolio.	
	3.6 Resources: Ask Tutors to make links to the existing PD Themes. For example, action research, questioning and to other external reference	3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external reference material:	

	material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Examples of Resources:	literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	
	 Audio visuals from YouTube Samples of inventories and checklists Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Ask tutors think about a 	 Examples of Resources: Audio visuals from YouTube Samples of inventories and checklists Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Think about a plan for 	
	plan for the delivery of the next lesson, and share same in pairs.	the next lesson and, share same in pairs.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to 	 4.1 Ask tutors to identify critical friends to observe their lessons and report at the next PD session. 	4.1 Identify critical friends to observe your lessons and report at the next PD session.	15 mins
 observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 1.0 Begin Lesson with an Ice Breaker 1.1 Ask a critical friend who observed the previous PD Session (PD Session 5) to share his/her observations of the lesson. 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. 1.3 Ask tutors to read the relevant introductory 	 1.1 A critical friend who observed the previous PD Session (PD Session 5) shares his/her observations of the lesson. 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. 1.3 Read the relevant introductory sections 	20 mins

aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 sections of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 6. 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 1.5. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.6 Ask tutors to plan for their teaching as they go through the PD session 	 of the course manual and discuss the learning outcomes, indicators and objectives for Lesson 6. 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 1.5. Identify areas where you might require clarification on any aspect of the lesson, for redress. 1.6 Plan for your teaching as you go through the PD session 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in different formats for 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what you need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in different formats for 	15 mins

		1
NB The guidance for SL/HoD should set out what they need to do to introduce	students/learners with SEN (Braille version, text-to-speech)	students/learners with SEN (Braille version, text-to-speech)
and explain the	Examples of new learning:	Examples of new learning:
issues/s with tutors	 Tutors acquire knowledge about regulations for care and protection of children without appropriate parental care 	 Acquire knowledge about regulations for care and protection of children without appropriate parental care
	• Tutors learn about the basics of Braille	Learn about the basics of Braille
	Examples of concepts/pedagogy being introduced	Examples of concepts/pedagogy being introduced
	Braille writing	Braille writing
	 regulations for care and protection of children without appropriate parental care Bights of individuals 	 regulations for care and protection of children without appropriate parental care Bights of individuals
	 Rights of individuals with disabilities 	 Rights of individuals with disabilities
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)
 Reading and 	Examples of Teaching and	Examples of Teaching and
discussion of the	learning Activities:	learning Activities:
teaching and	Resource persons	Resource persons
learning activities	invited to make	invited to make
 Noting and 	presentations on	presentations on
addressing areas	regulations for care and	regulations for care
where tutors	protection of children	and protection of
may require clarification	without appropriate parental care	children without appropriate parental
Noting	 Introduce the lesson to 	care
opportunities for making links to the Basic School Curriculum	student and guide them to do independent study on Regulations for Care & Protection of Children without	 Do independent study on Regulations for Care & Protection of Children without

•	Noting opportunities for integrating: GESI responsiveness and ICT and 21 st C skills Reading, discussion, and identification of continuous assessment	 Appropriate Parental Care Downloading and viewing YouTube videos on learners with visual disorders. Tutors form small mixed ability and mixed sex groups to discuss the basics of braille 	 Appropriate Parental Care Downloading and viewing YouTube videos on learners with visual disorders. Form small mixed ability and mixed sex groups to discuss the basics of braille. 	
	opportunities in the lesson. Each lesson should include at least two opportunities to use continuous	3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.	3.2. Read and take note of areas where you may require clarification, for further discussion in small groups.	
•	assessment to support student teacher learning Resources: • Links to the existing PD Themes, for example, action	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	3.3 Read relevant portions of the Basic School Curriculum and STS Manual and note opportunities for making links with current lesson, for discussion	
	research, questioning and to other external reference material: literature, on	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	
	web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	 Examples of ICT and 21st Century Skills: Tutors use smart phones to surf for information online (YouTube) about Braille writing and download them. Tutors prepare 	 Examples of ICT and 21st Century Skills: Use smart phones to surf for information online (YouTube) about Braille writing and download them. Prepare PowerPoint slides for group 	
	 guidance on any power point presentations, 	PowerPoint slides for group presentationsTutors to form small/mixed gender	 presentations Form small/mixed gender groups for their presentations to 	

	TLM or other	groups for their	ensure equity,	
	resources	presentations to ensure	inclusivity, respect for	
	which need to	equity, inclusivity,	diversity, collaboration	
	be developed	respect for diversity,	and communication	
	to support	collaboration and		
	learning	communication		
•	Tutors should be			
	expected to have	3.5 Remind Tutors of	3.5 Remind the student	
	a plan for the	subject projects and	teachers subject	
	next lesson for	dates for submission of	project and dates for	
	student teachers	reports.	submission of reports.	
		Examples of continuous	Examples of continuous	
		assessment activities	assessment activities	
		Conduct Quizzes,	Conduct Quizzes,	
		,	Assignments and group	
		Assignments and group	5 5 .	
		presentations. Write short	presentations. Ask the	
		reports on group	student teacher to write a	
		presentations for safe	short report on group	
		keeping in portfolios.	presentations for safe	
		Discuss time-lines and	keeping in their portfolios.	
		deadlines for submission of	Discuss time-lines and	
		continuous assessment	deadlines for submission	
		scores	of continuous assessment	
			scores	
		3.6 Resources:	3.6 Resources:	
		Ask Tutors to make links	Make links to the	
		to the existing PD	existing PD Themes,	
		Themes. For example,	for example, action	
		action research,	research, questioning	
		questioning and to	and to other external	
		other external reference	reference material:	
		material: literature, on	literature, on web,	
		web, YouTube, physical	YouTube, physical	
		resources, power point;	resources, power	
		how they should be	point; how they should	
		used. Consideration	be used. Consideration	
		needs to be given to	needs to be given to	
		local availability	local availability	
		Examples of Resources:	Examples of Resources:	
		 Audio visuals from 	 Audio visuals from 	
		YouTube	YouTube	
		• Samples of inventories	 Samples of inventories 	
		• Samples of inventories		

	 Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs. 	 Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Think about a plan for the next lesson and, share same in pairs. 	
 4. Evaluation and review of session: Tutors should Identify critical friends to 	4.1 Ask tutors to identify critical friends to observe their lessons and report at the next PD session.	4.1 Identify critical friends to observe your lessons and report at the next PD session.	15 mins
 observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification	

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 1.0 Begin Lesson with an Ice Breaker 1.1 Ask a critical friend who observed the previous PD Session (PD Session 6) to share his/her observations of the lesson. 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. 1.3 Ask tutors to read the relevant introductory sections of the course 	 1.1 A critical friend who observed the previous PD Session (PD Session 6) shares their observations of the lesson. 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. 1.3 Read the relevant introductory sections of the course manual and 	20 mins

	1		
aspects of the	manual and discuss the	discuss the learning	
lesson/s,	learning outcomes,	outcomes, indicators	
NB The guidance for	indicators and	and objectives for	
SL/HoD should	objectives for Lesson 7.	Lesson 7.	
identify and address			
any areas where	1.4 Ask tutors to read the	1.4 Read the overview of	
tutors might require	overview of the lesson	the lesson from the	
clarification on any	from the course outline	course outline and	
aspect of the lesson.	and identify any	identify any distinctive	
NB SL/HoD should	distinctive aspects of	aspects of the	
ask tutors to plan for	the lesson/s. Ask Tutors	lesson/s. Write down	
their teaching as	to write down their	their observations for	
they go through the	observations for small	small group	
PD session	group discussions later	discussions later	
10 30331011			
	1.5 Ask tutors to identify	1.5 Identify areas where	
	areas where they might	you might require	
	require clarification on	clarification on any	
	any aspect of the lesson	aspect of the lesson	
	for redress.	for redress.	
	1.6 Ask tutors to plan for	1.6 Plan for their teaching	
	their teaching as they	as you go through the	
	go through the PD	PD session	
	session		
2. Concept	2.1 Ask tutors to read and	2.1 Read and identify new	15 mins
Development	identify new learning,	learning, potential	
(New learning	potential barriers to	barriers to learning,	
likely to arise in	learning, concepts or	concepts or pedagogy	
lesson/s):	pedagogy being	being introduced in	
Identification and	introduced in the	the lesson, for	
discussion of new	lesson, for discussion	discussion	
learning,			
learning, potential barriers	Note: Set out what tutors	Note: Set out what you	
potential barriers	Note: Set out what tutors need to do to introduce and	Note: Set out what you need to do to introduce	
•		-	
potential barriers to learning for	need to do to introduce and	need to do to introduce	
potential barriers to learning for student teachers or students,	need to do to introduce and explain the issues	need to do to introduce and explain the issues	
potential barriers to learning for student teachers or students, concepts or	need to do to introduce and	need to do to introduce	
potential barriers to learning for student teachers or students,	need to do to introduce and explain the issues Examples of barriers to learning:	need to do to introduce and explain the issues Examples of barriers to learning:	
potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the	need to do to introduce and explain the issues Examples of barriers to learning:	need to do to introduce and explain the issues Examples of barriers to learning: • Large class sizes;	
potential barriers to learning for student teachers or students, concepts or pedagogy being	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet 	need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet	
potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; 	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; 	
potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in 	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in 	
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	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in different formats for 	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in different formats for 	
potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in 	 need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Lack of materials in 	

out what they need	•	SEN (Braille version,	
to do to introduce	text-to-speech)	text-to-speech)	
and explain the			
issues/s with tutor	Examples of new learning:	Examples of new learning:	
	 Tutors acquire knowledge about regulations for care and protection of children without appropriate parental care Tutors learn about Preliminary Braille Literacy 	 Acquire knowledge about regulations for care and protection of children without appropriate parental care Learn about Preliminary Braille Literacy 	
	Examples of concepts/pedagogy being introduced	Examples of concepts/pedagogy being introduced	
	Braille Literacy	Braille Literacy	
	 regulations for care and 	 regulations for care 	
	protection of children	and protection of	
	without appropriate	children without	
	parental care	appropriate parental	
	Rights of individuals	care	
	with disabilities	Rights of individuals	
		with disabilities	
3. Planning for	3.1 Ask tutors to read and	3.1 Read and discuss the	40 mins
teaching,	discuss the teaching and	teaching and learning	
learning and	learning activities	activities (Reference	
assessment			
		-	
	(Reference to the	to the Course Manual)	
activities for th	(Reference to the	-	
activities for th lesson/s	(Reference to the Course Manual)	to the Course Manual)	
 activities for th lesson/s Reading and 	(Reference to the Course Manual) Examples of Teaching and	to the Course Manual) Examples of Teaching and	
 activities for th lesson/s Reading and discussion of th 	e (Reference to the Course Manual) Examples of Teaching and learning Activities:	to the Course Manual) Examples of Teaching and learning Activities:	
 activities for th lesson/s Reading and discussion of th teaching and 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons	
 activities for the lesson/s Reading and discussion of the teaching and learning activities 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make	
 activities for th lesson/s Reading and discussion of th teaching and learning activiti Noting and 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on	
 activities for the lesson/s Reading and discussion of the teaching and learning activitie Noting and addressing area 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on s regulations for care and 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on regulations for care and	
 activities for the lesson/s Reading and discussion of the teaching and learning activiti Noting and addressing area where tutors 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on s regulations for care and protection of children 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on regulations for care and protection of children	
 activities for the lesson/s Reading and discussion of the teaching and learning activitie Noting and addressing area 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on s regulations for care and 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on regulations for care and	
 activities for the lesson/s Reading and discussion of the teaching and learning activiti Noting and addressing area where tutors 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on s regulations for care and protection of children 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on regulations for care and protection of children	
 activities for the lesson/s Reading and discussion of the teaching and learning activitii Noting and addressing area where tutors may require 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on regulations for care and protection of children without appropriate	
 activities for the lesson/s Reading and discussion of the teaching and learning activiti Noting and addressing area where tutors may require clarification 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Introduce the lesson to 	to the Course Manual) Examples of Teaching and learning Activities: • Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care.	
 activities for the lesson/s Reading and discussion of the teaching and learning activiti Noting and addressing area where tutors may require clarification Noting 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Introduce the lesson to 	 to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Do independent 	
 activities for the lesson/s Reading and discussion of the teaching and learning activitie Noting and addressing area where tutors may require clarification Noting opportunities for the teaching and addressing area where the teaching area where tutors for the teaching area where the teaching area where the teaching area where tea	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Introduce the lesson to students and guide them to do independent 	 to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Do independent analysis on 	
 activities for the lesson/s Reading and discussion of the teaching and learning activiti Noting and addressing area where tutors may require clarification Noting opportunities for making links to 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Introduce the lesson to students and guide them to do independent 	 to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Do independent analysis on Regulations for Care & Protection of Children 	
 activities for the lesson/s Reading and discussion of the teaching and learning activitii Noting and addressing area where tutors may require clarification Noting opportunities for making links to the Basic School 	 (Reference to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Introduce the lesson to students and guide them to do independent analysis on Regulations 	 to the Course Manual) Examples of Teaching and learning Activities: Resource persons invited to make presentations on regulations for care and protection of children without appropriate parental care. Do independent analysis on Regulations for Care & Protection of Children 	

•	Noting	Downloading and	videos on learners
	opportunities for	viewing YouTube videos	with visual disorders.
	integrating: GESI	on learners with visual	Form small mixed
	responsiveness	disorders.	ability and mixed sex
	and ICT and 21 st C	• Tutors form small mixed	groups to discuss the
	skills	ability and mixed sex	basics of braille.
•	Reading,	groups to discuss the	
	discussion, and	basics of braille	
	identification of		
	continuous	3.2 Ask tutors to read and	3.2. Read and take note of
			areas where you may
	assessment	note areas where they	
	opportunities in	may require clarification	require clarification, for
	the lesson. Each	for further discussion in	further discussion in small
	lesson should	small groups.	groups.
	include at least		
	two	3.3 Ask tutors to read	3.3 Read relevant portions
	opportunities to	relevant portions of the	of the Basic School
	use continuous	Basic School Curriculum	Curriculum and STS
	assessment to	and STS Manual and to	Manual and note
	support student	note and discuss	opportunities for
	teacher learning	opportunities for	making links with
•	Resources:	making links with	current lesson, for
	 Links to the 	current lesson	discussion
	existing PD		
	Themes, for	3.4 Ask tutors to identify	3.4 Identify opportunities
	example,	opportunities for	for integrating: GESI
	action	integrating: GESI	responsiveness and
		• •	ICT and 21 st C skills
	research,	responsiveness and ICT	
	questioning	and 21 st C skills	
	and to other		
	external	Examples of ICT and 21 st	Examples of ICT and 21 st
	reference	Century Skills:	Century Skills:
	material:	 Tutors use smart 	 Use smart phones to
	literature, on	phones to surf for	surf for information
	web, YouTube,	information online	online (YouTube)
	physical	(YouTube) about Braille	about Braille writing
	resources,	writing and download	and download them.
	power point;	them.	Prepare PowerPoint
	how they	• Tutors prepare	slides for group
	should be used.	PowerPoint slides for	presentations
	Consideration	group presentations	 Form small/mixed
	needs to be		gender groups for
	given to local		
	availability	small/mixed gender	their presentations to
	 guidance on 	groups for their	ensure equity,
	any power	presentations to ensure	inclusivity, respect for
	point	equity, inclusivity,	diversity, collaboration
	presentations,	respect for diversity,	and communication

•	TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers	collaboration and communication 3.5 Remind Tutors of subject projects and dates for submission of reports. Examples of continuous assessment activities 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	 3.5 Remind your student teachers of subject projects and dates for submission of reports. Examples of continuous assessment activities 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 	
		3.6 Resources: 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	3.6 Resources: 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	
		 Examples of Resources: Audio visuals from YouTube Regulations for Care & Protection of Children without Appropriate Parental Care (document) Samples of inventories and checklists 	 Examples of Resources: Audio visuals from YouTube Regulations for Care & Protection of Children without Appropriate Parental Care (document) Samples of inventories and checklists 	

	 Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Ask tutors think about a plan for the delivery of the next lesson, and share same in pairs. 	 Prepared PowerPoint slides for group presentations TLRs that support learning 3.7 Think about a plan for the next lesson and, share same in pairs. 	
 4. Evaluation and review of session: Tutors should Identify critical friends to 	4.1 Ask tutors to identify critical friends to observe their lessons and report at the next PD session.	4.1 Identify critical friends to observe your lessons and report at the next PD session.	15 mins
 observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson/s for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson/s for clarification	

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the 	 1.0 Begin lesson with an Ice Breaker 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 & mixed ability/sex groups. 	1.1 Share your experiences/lessons learned from the previous PD session (PD Session 7). Discuss these experiences in small & mixed ability/ sex groups.	20 mins
 lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 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. 1.3 Ask tutors to read the overview of content and 	 1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 7 and how they align. 1.3 Read the overview of content and identify 	

			,
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	 identify any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions 1.4. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.5 Ask tutors to plan for their teaching as they go through the PD session 	 any distinctive aspects of the lesson/s. Tutors to write down their observations for small group discussions 1.4. Identify areas you might require clarification on any aspect of the lesson, for redress. 1.5 Plan for your teaching as you go through the PD session 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what you need to do to introduce and explain the issues 	15 mins
or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Tutors do not have the skills to read and write in braille. Inadequate knowledge on aspects of the child welfare policy of 2014 that address disability issues and equal rights to education; Ignorance about the child and family welfare system: 	 Examples of barriers to learning: Large class sizes; Poor Internet connectivity Tutors do not have the skills to read and write in braille Inadequate knowledge on aspects of the child welfare policy of 2014 that address disability issues and equal rights to education Ignorance about the child and family welfare system: 	

	 1.Strengthening Community Structures 2.Early intervention through social protection Examples of new learning: Tutors acquire knowledge about child and family welfare Policies on Disability Tutors learn about the 	 Strengthening Community Structures 2.Early intervention through social protection Examples of new learning: Acquire knowledge about child and family welfare Policies on Disability Learn about the policy 	
	 policy statement and rationale Types of braille and brailing materials Examples of concepts/pedagogy being introduced Rights to survival and 	statement and rationale • Types of braille and brailing materials Examples of concepts/pedagogy being introduced • Rights to survival and	
	 development. Family and community cohesion and harmony Dot configuration The abacus, braille codes, tactile materials, and concrete materials to teach mathematics skills to learners with visual impairments. 	 development. Family and community cohesion and harmony Dot configuration The abacus, braille codes, tactile materials, and concrete materials to teach mathematics skills to students with visual impairments. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
 Reading and discussion of the 	Examples of Teaching and learning Activities:	Examples of Teaching and learning Activities:	
 teaching and learning activities Noting and addressing areas where tutors 	 Resource persons invited to make presentations on child and family policy on disability. 	 Resource persons invited to make presentations on child and family policy on disability. 	
 may require clarification Noting opportunities for making links to 	 Tutor discussions and other talk for learning approaches should be employed to introduce the lesson & help 	 Discussions and other talk for learning approaches should be employed to introduce the lesson & help 	

			
 the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference 	 student teachers the key features in the policy 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. Tutor-led seminars and discussions on child and family welfare policy Setting and counting using abacus. Watch YouTube videos on Teachers teaching a class with a learner with a visual impairment. Having a group discussion on how to do setting and counting using the abacus. 	 student teachers the key features in the policy 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 Tutor-led seminars and discussions on child and family welfare policy Setting and counting using abacus. Watch YouTube videos on Teachers teaching a class with a learner with a visual impairment. Having a group discussion on how to do setting and counting using the abacus. 	
reference material: literature, on web, YouTube, physical resources,	3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.	3.2 Read and note areas where you may require clarification for further discussion in small groups.	
power point; how they should be used. Consideration needs to be given to local availability o guidance on any power	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	3.3 Read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	

point presentations, TLM or other resources which need to	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	
 be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 ICT and 21st Century Skills: Use of smart phones to surf for information online Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 	 ICT and 21st Century Skills: Use of smart phones to surf for information online Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 	
	 3.5 Remind Tutors of subject projects. Examples of continuous assessment/project activities 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 	3.5 Remind student teachers of subject projects. Examples of continuous assessment/project activities 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	
	3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external	3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external	

	1	1	
	reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Regulations for Care & Protection of Children without Appropriate Parental Care (document) Examples of Resources:	reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability Regulations for Care & Protection of Children without Appropriate Parental Care (document) Examples of Resources:	
	 Child and family welfare policy document of Ghana. Resource persons Audio-visuals from YouTube, videos, Video Tapes, Hand frames, Stylus, Perkins Brailler, 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; Tutors develop TLMs/ other resources needed to support learning 	 Child and family welfare policy document of Ghana. Resource persons Audio-visuals from YouTube, videos, Video Tapes, Hand frames, Stylus, Perkins Brailler, 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; Develop TLMs/ other resources needed to support learning 	
	3.7 Ask tutors to prepare a plan for the next lesson.	3.7 Prepare a plan for the next lesson.	
 4. Evaluation and review of session: Tutors should Identify critical friends to 	4.1 Ask tutors to identify critical friends to observe lessons and report at next session.	4.1 Identify critical friends to observe lessons and report at next session.	15 mins

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

1.Introduction to the sessionBegin Lesson with an Ice Breaker20 mins•Review prior learning1.1 Invite a Tutor to share his/her experiences/ lessons learned from the previous PD session discussion and lessons learned1.1 Share your experiences/lessons learned from the previous PD session (PD Session 8). Ask the tutors to discuss these experiences in small & mixed ability/sex groups.1.1 Share your experiences/lessons learned from the previous PD session discuss these20 mins•A critical friend to share findings for a short discussion and lessons learned1.1 Share your experiences/lessons learned from the previous PD session discuss these experiences in small & mixed ability/sex groups.1.1 Share your experiences/lessons learned from the previous PD session discuss these experiences in small & mixed ability/sex groups.1.1 Share your experiences/lessons learned from the previous PD session discuss these experiences in small & mixed ability/ sex groups.1.1 Share your experiences/lessons learned from the previous PD session discuss these experiences in small & mixed ability/ sex groups.1.1 Share your experiences/lessons learned from the previous PD session discuss these the course in small & mixed ability/ sex groups.•Reading and discuss the course outcomes and indicators1.2 Ask tutors to read the course manual and discuss the course objectives for and how they align.1.2 Read the course objectives for Lesson 8 and how they align.	Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
identification of any distinctive 1.3 Ask tutors to read the 1.3 Read the overview of	 the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of 	 Breaker 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 & mixed ability/sex groups. 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. 	 experiences/lessons learned from the previous PD session (PD Session 8). Tutors discuss these experiences in small & mixed ability/ sex groups. 1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 8 and how they align. 	20 mins

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aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 identify any distinctive aspects of the lesson. Tutors to note down their observations for small group discussions 1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.5 Ask tutors to plan for their teaching as they go through the PD session 	 any distinctive aspects of the lesson. Note down your observations for small group discussions 1.4 Identify areas where you might require clarification on any aspect of the lesson for redress. 1.5 Plan for your teaching as you go through the PD session 	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what you need to do to introduce and explain the issues 	15 mins
or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	 Examples of barriers to learning: Large class sizes; Poor Internet connectivity; It might be learners first time to learn about sign language. Inadequate knowledge on aspects of the child welfare policy of II that address disability issues on education and social protection 	 Examples of barriers to learning: Large class sizes; Poor Internet connectivity; It might be learners first time to learn about sign language. Inadequate knowledge on aspects of the child welfare policy of II that address disability issues on education and social protection 	
	 Examples of new learning: Tutors acquire knowledge on Role of 	 Examples of new learning: Acquire knowledge on Role of Key Ministries 	

	 Key Ministries and other public institutions research, advocacy, monitoring and evaluation Examples of concepts/pedagogy being introduced Beliefs, values and practices to guide policy implementation Sign language and approaches to teaching E-learning software for sign language teaching 	 and other public institutions research, advocacy, monitoring and evaluation Examples of concepts/pedagogy being introduced Beliefs, values and practices to guide policy implementation Sign language and approaches to teaching E-learning software for sign language teaching 	
3. Planning for teaching, learning and assessment activities for the	(Sign Assess) 3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	(Sign Assess) 3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
 lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous 	 Examples of Teaching and learning Activities: Resource persons invited to make presentations on child and family policy on disability. Introduce the lesson to students and guide them to do independent study to reflect on definitions and concepts Tutor-led seminars and discussions on child and family welfare policy Presentation to students on the historical overview of the Ghanaian Sign Language. Watch YouTube videos on sign language teaching. 	 Examples of Teaching and learning Activities: Resource persons invited to make presentations on child and family policy on disability. Introduce the lesson to student and guide them to do independent study to reflect on definitions and concepts . Tutor-led seminars and discussions on child and family welfare policy Presentation to students on the historical overview of the Ghanaian Sign Language. 	

assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to	 Having a group discussion on the use of E-learning software for sign language teaching (Sign Assess) 	 Watch YouTube videos on sign language teaching. . Having a group discussion on the use of E-learning software for sign language teaching (Sign Assess) 	
 support student teacher learning Resources: links to the existing PD Themes, for 	3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups.	3.2 Read and note areas where you may require clarification for further discussion in small groups.	
example, action research, questioning and to other external reference material: literature, on	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson.	3.3 Read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	
web, Utube, physical resources, power point; how they should be used. Consideration	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	
needs to be given to local availability o guidance on	 ICT and 21st Century Skills: Use of smart phones to surf for information online 	 ICT and 21st Century Skills: Use of smart phones to surf for information online 	
any power point presentations, TLM or other resources which need to be developed to support learning	 Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for 	 Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to 	
 Tutors should be expected to have a plan for the 	diversity, collaboration and communication	ensure equity, inclusivity, respect for diversity, collaboration and communication	

next lesson for	3.5 Remind Tutors of	3.5 Remind student	
student teachers	subject projects.		
student teachers	subject projects.	teachers of subject	
		projects.	
	Discuss time-lines/	Discuss time-lines/	
		-	
	deadlines for submission of	deadlines for submission	
	continuous	of continuous project	
	assessment/project scores	scores	
	3.6 Resources:	3.6 Resources:	
	Make links to the	Make links to the	
	existing PD Themes, for	existing PD Themes,	
	example, action research, questioning	for example, action research, questioning	
	and to other external	and to other external	
	reference material:	reference material:	
	literature, on web,	literature, on web,	
	YouTube, physical	YouTube, physical	
	resources, power point;	resources, power	
	how they should be	point; how they should	
	used. Consideration	be used. Consideration	
	needs to be given to	needs to be given to	
	local availability	local availability	
	Examples of Resources:	Examples of Resources:	
	Child and family welfare	Child and family	
	policy document 2014	welfare policy	
		document 2014	
	·		
	E-learning software for	Resource persons	
	sign language teaching	E-learning software for	
	(Sign Assess)	sign language teaching	
	http://www.signlang-	(Sign Assess)	
	assessment.info/home-		
	en.html		
	Guide tutors on how to	Guide student	
	prepare and use	teachers on how to	
	PowerPoint for their	prepare and use	
	presentations;	PowerPoint for their	
	Tutors develop TLMs/	presentations;	
	other resources needed	Develop TLMs/ other	
	to support learning	resources needed to	
		support learning	
	3.7 Ask tutors to prepare a	3.7 Prepare a plan for the	
	plan for the next lesson.	next lesson.	

 4. Evaluation and review of session: Tutors should Identify critical 	4.1 Ask tutors to identify critical friends to observe lessons and report at next session.	4.1 Identify critical friends to observe lessons and report at next session.	15 mins
 friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson for clarification	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and 	Begin Lesson with an Ice Breaker 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 & mixed ability/sex groups.	1.1 Share your experiences/ lessons learned from the previous PD session (PD Session 9). Discuss these experiences in small & mixed ability/ sex groups.	20 mins
 lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	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.	1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 9 and how they align.	

aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 1.3 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 1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson for redress. 1.5 Ask tutors to plan for their teaching as they 	 1.3 Read the overview of content and identify any distinctive aspects of the lesson. Note down your observations for small group discussions 1.4 Identify areas where you might require clarification on any aspect of the lesson for redress. 1.5 Plan your teaching as you go through the PD 	
	go through the PD session	session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Misconceptions & 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 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what you need to do to introduce and explain the issues Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Misconceptions & 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 	15 mins

	 Misconception: sign language is a language for only the deaf learners. Examples of new learning: Tutors acquire knowledge of: Values and Ethics in Special Needs Education Teaching Basic sign language. Examples of concepts/pedagogy being introduced Beliefs, values and practices to guide policy implementation 	 Misconception: sign language is a language for only the deaf learners. Examples of new learning: Acquire knowledge of: Values and Ethics in Special Needs Education Teaching Basic sign language Examples of concepts/pedagogy being introduced Beliefs, values and practices to guide policy implementation 	
	 implementation Labelling objects and activities in the classroom. Using ASL finger spelling to teach the alphabet learners' names. Download and watch video from YouTube. 	 policy implementation Labelling objects and activities in the classroom. Using ASL finger spelling to teach the alphabet learners' names. Download and watch video from YouTube. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
Reading and	Examples of Teaching and	Examples of Teaching and	
discussion of the	learning Activities:	learning Activities:	
teaching and learning activities	 Introduce the lesson to student and guide them 	 Introduce the lesson to student and guide 	
 Noting and 	to do independent	them to do	
addressing areas where tutors may require clarification	study on values andethics in specialeducation.Search the internet, use	 independent study on values and ethics in special education. Search the internet, 	
 Noting opportunities for making links to 	their iPhones to browse the internet, provide links to on-line sites or	use their iPhones to browse the internet, provide links to on-line	

 the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each 	 let student teachers watch a video on how the deaf communicate. Demonstrate basic hand shapes. Students to observe and practice the hand shapes. 3.2 Ask tutors to read and note areas where they may require clarification for further discussion in small groups. 	sites or let student teachers watch a video on how the deaf communicate. • Demonstrate basic hand shapes. Students to observe and practice the hand shapes. 3.2 Read and note areas where you may require clarification for further discussion in small groups.	
 lesson should include at least two opportunities to use continuous assessment to support student teacher learning Resources: links to the 	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	3.3 Read relevant portions of the Basic School Curriculum and STS Manual and make notes, discussing opportunities for making links with current lesson	
existing PD Themes, for example, action research,	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	
questioning	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:	
and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration	 Use of smart phones to surf for information online Use of smart phones to download information from YouTube Use of PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, 	 Use of smart phones to surf for information online Use of smart phones to download information from YouTube Use of PowerPoint for group presentations Encourage small/mixed gender 	
 needs to be given to local availability guidance on any power 	inclusivity, respect for diversity, collaboration and communication	group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication	

noint	3.5 Remind Tutors of	2 E Domind student
point		3.5 Remind student
presentations, TLM or other	subject projects.	teachers of subject
		projects.
resources	Furning of continuous	Even also of continuous
which need to	Examples of continuous	Examples of continuous
be developed	assessment/project	assessment/project
to support	activities	activities
learning	Conduct Quizzes,	Conduct Quizzes,
Tutors should be	Assignments and group	Assignments and group
expected to have	presentations. Write short	presentations. Ask student
a plan for the	reports on group	teachers to write a short
next lesson for	presentations for safe	report on group
student teachers	keeping in portfolios.	presentations for safe
	Discuss time-lines/	keeping in their portfolios.
	deadlines for submission of	Discuss time-lines/
	continuous	deadlines for submission
	assessment/project scores	of continuous
		assessment/project scores
	3.6 Resources:	3.6 Resources:
	Make links to the	Make links to the
	existing PD Themes, for	existing PD Themes,
	example, action	for example, action
	research, questioning	research, questioning
	and to other external	and to other external
	reference materials:	reference materials:
	literature, on web,	literature, on web,
	YouTube, physical	YouTube, physical
	resources, power point;	resources, power
	how they should be	point; how they should
	used. Consideration	be used. Consideration
	needs to be given to	needs to be given to
	local availability	local availability
	Examples of Resources:	
		Examples of Resources:
	Child and family welfare noligy document 2014	Child and family
	policy document 2014	welfare policy
	Resource persons	document 2014
	• Search the internet, use	Resource persons
	their iPhones to browse	 Search the internet,
	the internet, provide	use their iPhones to
	links to on-line sites or	browse the internet,
	let student teachers	provide links to on-line
	watch a video on how	sites or let student
	the deaf	teachers watch a video
	communicate.http://w	on how the deaf
	ww.signlang-	communicate.
L		ı

	 assessment.info/home- en.html Guide tutors on how to prepare and use PowerPoint for their presentations; Tutors develop TLMs/ other resources needed to support learning 	 Learn how to prepare and use PowerPoint for your presentations; Develop TLMs/ other resources needed to support learning 	
	3.7 Ask tutors to prepare a plan for the next lesson.	3.7 Prepare a plan for the next lesson.	
 4. Evaluation and review of session: Tutors should Identify critical 	4.1 Ask tutors to identify critical friends to observe lessons and report at next session.	4.1 Identify critical friends to observe lessons and report at next session.	15 mins
 friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson for clarification 	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson for clarification	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, 	 Begin Lesson with an Ice Breaker 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 & mixed ability/sex groups. 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. 1.3 Ask tutors to read the overview of content and 	 1.1 Share your experiences/lessons learned from the previous PD session (PD Session 10). Discuss these experiences in small & mixed ability/ sex groups. 1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 10 and how they align. 1.3 Read the overview of content and identify 	

			,
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	 aspects of the lesson/s. Tutors to note down their observations for small group discussions 1.4. Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.5 Ask tutors to plan for their teaching as they go through the PD session 	of the lesson/s. Note down your observations for small group discussions 1.4. Identify areas where you might require clarification on any aspect of the lesson, for redress. 1.5 Plan for you teaching as you go through the PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues. Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems Tutors do not have the skills to communicate with individuals who are deaf. 	 2.1 Read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what you need to do to introduce and explain the issues. Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems Tutors do not have the skills to communicate with individuals who are deaf. 	15 mins
	 Disability, acceptable language and etiquette in relation to disability. 	 Disability, acceptable language and etiquette in relation to 	

	 Signing names of basic items in the home and school. Examples of concepts/pedagogy being introduced Models of disability Language Etiquette & Common Courtesies: civil, dignity. List of characteristics of learners with deafness. Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups. 	 disability. Signing names of basic items in the home and school. Examples of concepts/pedagogy being introduced Models of disability Language Etiquette & Common Courtesies: civil, dignity. List of characteristics of learners with deafness. Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups. 	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and 	 3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual) Examples of Teaching and learning Activities: 	3.1 Read and discuss the teaching and learning activities (Reference to the Course Manual) Examples of Teaching and learning Activities:	40 mins
 learning activities Noting and addressing areas where tutors may require clarification Noting opportunities for making links to the Basic School 	 Invite resource person (special education teacher) to give a talk on models of disability. Tutor /Resource persons continue with the presentation on language and terminologies in special education. 	 Invite resource person (special education teacher) to give a talk on models of disability. Tutor /Resource persons continue with the presentation on language and terminologies in special education. 	
 Curriculum Noting opportunities for integrating: GESI 	 e- Learning opportunities: Provide links to YouTube videos, provides video clips, etc. 	 e- Learning opportunities: Provide links to YouTube videos, provides video 	

and ICT and 21 st C	items in the home and	signing basic items in
skills	school.	the home and school.
• Reading,	 Student teachers to 	Student teachers to
discussion, and	watch videos on	watch videos on
identification of	YouTube on sign	YouTube on sign
continuous	language teaching.	language teaching.
assessment		
opportunities in	3.2 Ask tutors to read and	3.2 Read and note areas
the lesson. Each	note areas where they	where you may
lesson should	may require clarification	require clarification for
include at least	for further discussion in	further discussion in
two opportunities	small groups.	small groups.
to use continuous	2.2. Ack to take to read	2.2 Deed velouent nexting
assessment to	3.3 Ask tutors to read	3.3 Read relevant portions
support student	relevant portions of the	of the Basic School
teacher learning	Basic School Curriculum	Curriculum and STS
Resources:	and STS Manual and to	Manual. Note and
○ links to the	note and discuss	discuss opportunities
existing PD	opportunities for	for making links with
Themes, for	making links with	current lesson
example, action	current lesson	
research,		
questioning and	3.4 Ask tutors to identify	3.4 Identify opportunities
to other	opportunities for	for integrating: GESI
external	integrating: GESI	responsiveness and
reference	responsiveness and ICT	ICT and 21 st C skills
material:	and 21 st C skills	
literature, on		
web, YouTube,	ICT and 21 st Century Skills:	ICT and 21 st Century Skills:
physical	 Use of smart phones to 	Use of smart phones
resources, power	surf for information	to surf for information
point; how they	online	online
should be used.	• Use of smart phones to	Use of smart phones
Consideration needs to be given	download information	to download
to local	from YouTube	information from
availability	Use of PowerPoint for	YouTube
 guidance on 	group presentations	Use of PowerPoint for
any power	 Encourage small/mixed 	group presentations
point	gender group formation	Encourage
presentations,	to ensure equity,	small/mixed gender
TLM or other	inclusivity, respect for	group formation to
	diversity, collaboration	
resources which	-	ensure equity,
need to be	and communication	inclusivity, respect for
developed to		diversity, collaboration
support		and communication
learning		

• Tutors should be	3.5 Remind Tutors of	3.5 Remind student
expected to have a	subject projects.	teachers of subject
plan for the next		projects.
lesson for student		
teachers	Examples of continuous	Examples of continuous
	assessment/project	assessment/project
	activities	activities
	Conduct Quizzes,	Conduct Quizzes,
	Assignments and group	Assignments and group
	presentations. Write short	presentations. Ask student
	reports on group	teachers to write a short
	presentations for safe	report on group
	keeping in portfolios.	presentations for safe
	Discuss time-lines/	keeping in their portfolios.
	deadlines for submission of	Discuss time-lines/
	continuous	deadlines for submission
	assessment/project scores	of continuous
		assessment/project scores
	3.6 Resources:	3.6 Resources:
	Make links to the	Make links to the
	existing PD Themes, for	existing PD Themes,
	example, action	for example, action
	research, questioning	research, questioning
	and to other external	and to other external
	reference material:	reference material:
	literature, on web,	literature, on web,
	YouTube, physical	YouTube, physical
	resources, power point;	resources, power
	how they should be	point; how they should
	used. Consideration	be used. Consideration
	needs to be given to	needs to be given to
	local availability	local availability
	Examples of Deserves	Examples of Persurase
	Examples of Resources:	Examples of Resources:
	Child and family welfare policy document 2014	Child and family
	policy document 2014	welfare policy document 2014
	Audio-visuals from	
	YouTube, videos,	Audio-visuals from
	Sign language mirrors.	YouTube, videos,
	Guide tutors on how to	Sign language
	prepare and use	mirrors.
	PowerPoint for their	Prepare and use
	presentations;	PowerPoint for their
	Tutors develop TLMs/	presentations;
	other resources needed	Develop TLMs/ other
	to support learning	resources needed to
		support learning

	3.7 Ask tutors to prepare a plan for the next lesson.	3.7 Prepare a plan for the next lesson.	
 4. Evaluation and review of session: Tutors should Identify critical friends to observe 	4.1 Ask tutors to identify critical friends to observe lessons and report at next session.	4.1 Identify critical friends to observe lessons and report at next session.	15 mins
 lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson for clarification 	4.2 Ask Tutors to identify and bring up any outstanding issues relating to the lesson for clarification	4.2 Identify and bring up any outstanding issues relating to the lesson for clarification	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive 	 1.0 Begin Lesson with an Ice Breaker 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 & mixed ability/sex groups. 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. 	 1.1 Shares your experiences/lessons learned from the previous PD session (PD Session 11). Discuss these experiences in small & mixed ability/ sex groups. 1.2 Read the course manual and discuss the course learning outcomes and course objectives for Lesson 11 and how they align. 	
aspects of the lesson/s,	1.3 Ask tutors to read the overview of content and identify any distinctive	1.3 Read the overview of content and identify any distinctive aspects	

	.		1
NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	 aspects of the lesson/s. Tutors to note down their observations for small group discussions 1.4 Ask tutors to identify areas where they might require clarification on any aspect of the lesson, for redress. 1.5 Ask tutors to plan for their teaching as they go through the PD session 	of the lesson. Note down your observations for small group discussions 1.4 Identify areas where you might require clarification on any aspect of the lesson for redress. 1.5 Plan for your teaching as you go through the PD session	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors 	 2.1 Ask tutors to read and identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what tutors need to do to introduce and explain the issues. Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems Tutors do not have the skills to communicate with individuals who are deaf. 	 2.1 Identify new learning, potential barriers to learning, concepts or pedagogy being introduced in the lesson, for discussion Note: Set out what you need to do to introduce and explain the issues. Examples of barriers to learning: Large class sizes; Poor Internet connectivity; Attitudes, misconceptions, prejudices, lack of materials in different formats, technological problems. Tutors do not have the skills to communicate with individuals who are deaf. 	15 mins
	 Examples of new learning: Use of appropriate language to promote: 	 Examples of new learning: Use of appropriate language to promote 	

	 equity and inclusion: e. g (a learner with low vision/visual impairment and not a blind/visually impaired learner). Signing names of basic items in the home and school. Examples of concepts/pedagogy being introduced When describing people without disabilities, don't use terms like normal, healthy, able- bodied. Instead, use "non- disabled" or "people without visible disabilities." Atypical etc. Signing simple commands (e.g., come, go, clap.) Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups. 	 equity and inclusion: e. g (a learner with visual impairment and not a blind/visually impaired learner). Signing names of basic items in the home and school. Examples of concepts/pedagogy being introduced When describing people without disabilities, don't use terms like normal, healthy, able-bodied. Instead, use "non- disabled" or "people without visible disabilities." Atypical etc. Signing simple commands (e.g., come, go, clap.) Sign simple commands as well as names of basic items in the home and school individually and in small and large mixed groups. 	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read and discuss the teaching and learning activities (Reference to the Course Manual)	3.1 Discuss the teaching and learning activities (Reference to the Course Manual)	40 mins
 Reading and discussion of the teaching and learning activities 	 Examples of Teaching and learning Activities: Tutor /Resource persons continue with 	 Examples of Teaching and learning Activities: Tutor /Resource persons continue with 	
 Noting and addressing areas where tutors may require clarification 	the presentation on language and terminologies in special education.	the presentation on language and terminologies in special education.	

 Noting opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of 	 Seminar presentation continues on the use of appropriate language to promote equity and social inclusion. Discuss with and encourage student teachers to reflect, discuss and find ways to implement intervention activities to improve communication disorders. Providing links, videos 	 Seminar presentation continues on the use of appropriate language to promote equity and social inclusion. Discuss with and encourage student teachers to reflect, discuss and find ways to implement intervention activities to improve communication
continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student	 Providing links, videos and improvising means to help student teachers effectively implement activities. 3.2 Ask tutors to read and note areas where they 	 disorders. Providing links, videos and improvising means to help student teachers effectively implement activities. 3.2. Read and note areas where you may require
 teacher learning Resources: links to the existing PD 	may require clarification for further discussion in small groups.	clarification for further discussion in small groups.
Themes, for example, action research, questioning and to other external reference material:	3.3 Ask tutors to read relevant portions of the Basic School Curriculum and STS Manual and to note and discuss opportunities for making links with current lesson	3.3 Read relevant portions of the Basic School Curriculum and STS Manual. Note and discuss opportunities for making links with current lesson
literature, on web, Utube, physical resources, power point;	3.4 Ask tutors to identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills	3.4 Identify opportunities for integrating: GESI responsiveness and ICT and 21 st C skills
how they should be used. Consideration needs to be given to local availability	 ICT and 21st Century Skills: Use of smart phones to surf for information online 	 ICT and 21st Century Skills: Use of smart phones to surf for information online

 guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student teachers 	 Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 3.5 Remind Tutors of subject projects. Examples of continuous assessment/project activities Conduct Quizzes, Assianments and group 	 Use of smart phones to download information from YouTube Use pf PowerPoint for group presentations Encourage small/mixed gender group formation to ensure equity, inclusivity, respect for diversity, collaboration and communication 3.5 Remind student teachers of subject projects. Examples of continuous assessment/project activities
	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	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
	3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	3.6 Resources: Make links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

	Examples of Resources:	Examples of Resources:	
	 Examples of Resources: An expert in special education. Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba: Department of Special Education Books. Audio-visuals from YouTube, videos, Sign language mirrors. Guide tutors on how to prepare and use PowerPoint for their presentations; Tutors develop TLMs/ other resources needed to support learning 3.7 Ask tutors to prepare a plan for the next lesson. 	 Examples of Resources: An expert in special education. Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba: Department of Special Education Books Audio-visuals from YouTube, videos, Sign language mirrors. Prepare and use PowerPoint for their presentations; Develop TLMs/ other resources needed to support learning 3.7 Prepare a plan for the next lesson. 	
 4. Evaluation and review of session: Tutors should Identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson for clarification 	 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 	15 mins

Appendix 1

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

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

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

Appendix 2. Course Assessment Components briefly

	0110
COMPONENT SUBJECT PROJECT SUBJECT PORTFO	
· · · · · · · · ·	semester, individual or
	udent teacher work.
student teacher work.	
	tfolio is the deliberate
0 0	dent teachers' work that
	ed and organized for a
achieving one or more of the particular subject	t to show student
	ng and progress to
identified NTS, development of achieving the CL	Os through examples of
knowledge and understanding of: his or her best w	vork.
the Basic School Curriculum, GESI	
responsiveness, using ICT mand	
21stC skills	
Introduction: a clear statement3 items of work	produced during the
of aim and purpose semester selecter	ed by student teachers
Methodology: what the student with tutor support	ort during the semester
teacher has done and why to as best examples	s of their progress and
achieve the aim and purpose of 200-word reflect	tion on the items*
the project Or 2 items of wo	ork and
Substantive or main section: A mid semester	assessment: case study,
Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or achieving CLOs:	quiz.
S experiments, TLMs created for * For each item t	they select, Student
the project; presentation, teacher's need to	o reflect on
analysis, and interpretation of progress against	identified NTS;
O what has been done, learned, or achieving CLOs; i	increased knowledge
found out in relation to focus of and understandi	ng of the Basic School
the project. Curriculum, GESI	l responsiveness,
Conclusion: Statement of the key integration of IC	T and how they could
outcomes of the project; have approached	d developing the item
reflection on what the student differently to ach	hieve a better outcome
teacher has learnt	
Overall weighting of project = Overall weightin	ng of project = 30%
30% Weighting of inc	dividual parts of
Weighting of individual parts of portfolio out of	100
project out of 100 i(a). Each of the	three (3) items selected
Introduction – 10 by the student t	eacher is 30 % (90%).
	n and organisation of
• Substantive section – 40 portfolio 10%.	
 Methodology – 20 Substantive section – 40 Conclusion – 30 OR 	
	two (2) items selected
	eacher is 30 % (60%).
	er assessment 30%
	n and organisation of
portfolio 10%	-

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

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