

PROFESSIONAL DEVELOPMENT PROGRAMME

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

HANDBOOK FOR TUTORS





The Government of Ghana



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# Foreword

It is a great pleasure and privilege to be asked to write the Foreword to this latest set of Professional Development Handbooks for the Bachelor of Education (B.Ed.) in Initial Teacher Education Year 2 Semester 2 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.

Over the last six years there is compelling empirical evidence that there has been a substantial shift in tutors' behaviour and approaches. This has had a tremendous impact on student teachers. An annual external evaluation of beginning teachers' classroom practices is carried out nationwide. In the 2015 evaluation only 2% beginning teachers demonstrated competencies and behaviours in the National Teachers' Standards. By 2019 this had increased to 42%. When one considers that these figures are derived from a national sample of all beginning teachers in the country it demonstrates that there has been a genuine transformation in Ghana's teacher education system.

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, represents the first set of Handbooks developed since the onset of the COVID-19 pandemic. COVID-19 has had a significant impact on all of our lives and Colleges of Education should be commended for the way in which they rapidly responded to institutional closures and made the transition to emergency remote teaching and learning. These Handbooks have been designed to reflect the current realities of the blended learning approach which is being used in Colleges of Education and it is hoped that they will play a role in increasing the effectiveness of these new approaches.

These are also the first Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) was established as a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for their collaboration and support with the 'new T-TEL' which has made the development of these Handbooks possible.

**Robin Todd**  
**Executive Director, T-TEL**  
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## The New approach to the Weekly Professional Development (PD) Sessions for Tutors

### Overview

1. Background to the new approach to PD Sessions
2. Features of the B.Ed. PD Sessions
3. The Role of the PDC
4. The Role of the PDC in coordinating the introductory Session for tutors

### **1. Background to the new approach to PD**

- For four years the CoE have been supported in leading weekly Tutor PD Sessions. The PD Sessions have focused on key themes, such as: the NTS, Action research and classroom enquiry among others. The ten theme-based PD modules have been vital in paving the way for the Reform of Teacher Education in Ghana. They have equipped tutors with important skills and knowledge to support the smooth transition to the New B.Ed.
- The New Four-Year B.Ed. will be implemented in CoEs, now affiliated to the Public Universities, and a new approach to the tutors' weekly PD is required. This new approach involves the Universities supporting their affiliated CoE in implementing the subject specific PD Sessions.
- The weekly PD Sessions are designed to prepare subject tutors to use the B.Ed. Course Manuals to teach the 12 lessons in the Course Manuals to student teachers. This means the PD Sessions will now be subject specific. This means there will be subject specific PD groups running each week in the CoEs and universities.
- The PD Sessions are designed to help operationalize the reform of teacher education at tutor and student teacher level and to support:
  - professionalising teaching by supporting teachers in developing communities of practice and raising the status of the teaching profession
  - improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme
  - improving the learning outcomes and life chances for all children.

### **2. Features of the B.Ed. PD Sessions**

- The universities will prepare the Subject Leads or HoDs from their affiliated CoE to lead the weekly subject tutor Sessions,
- The subject-tutor-groups can work at separate tables in one room. However, in exceptional cases a subject may need to work in another space in order to use specific materials or resources, e.g. video or science equipment,
- The main resources for the weekly tutor Sessions are the Subject Specific Course Manuals and the PD Guidance Notes on each Course Manual,
- Each PD Guidance Note is subject specific and contains two sections. The first section provides guidance for the Introductory Session for tutors. The second section is written to provide information to guide the eight (8) weekly PD Sessions that are linked directly to the twelve lessons in the Course Manual,
- The three-hour Introductory Session is to;
  - introduce the new approach to PD and organisation of the weekly Sessionsintroduce the course manuals.

## DEVELOPMENT & PSYCHOLOGY OF LEARNING

**Age Phase:**

**Name of Subject:**

Child Growth and Development; and  
Psychology of Learning in Middle Childhood

**Year 2 Semester 2**

### TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

**LESSON TOPICS:**

Brain development from Birth to Eight years  
&

Stages of Human Development (Middle Childhood: 9-11 years)

<p><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</p>	<p><b>Time in session</b></p>
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• Reflection on previous PD Session (Introduction to the course manual)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>• Highlight cross cutting themes i.e., Gender Equality and Social Inclusion (GESI), ICT</li> <li>• Identification of important or distinctive aspects of the lesson</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect and answer questions on how the previous PD session, especially on the NTEAP helped you in the successful delivery of your lessons in the first semester.</li> <li>2. Read and share with your colleagues your views on the outline and the purpose of the PD session for Lesson One (1) in line with child growth and development, and psychology of learning.</li> <li>3. Reflect and share your views on the need to integrate cross cutting issues (Gender, Equality and Social Inclusion, ICT) in lessons.</li> <li>4. Identify cross cutting issues (GESI, and ICT) and suggest ways to integrate them in Lesson One (1) of child growth and development, and psychology of learning.</li> <li>5. In two groups, share your views on the</li> </ol>	<p><b>20 mins</b></p>

	<p>important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 1 of child growth and development, and psychology of learning.</p> <p>6. In two groups, read and discuss the introductory sections of the lesson up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b><i>The guidance notes for SL/HoD need to</i></b></p> <ul style="list-style-type: none"> <li>• Provide short overview of the lesson.</li> <li>• Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.</li> <li>• Identify assessment, aligned to NTEAP.</li> <li>• Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.</li> <li>• Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</li> </ul>		
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept. This may include</li> </ul>	<p><b>Activity 1</b></p> <p>1. Read the course descriptions for child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</p>	<p><b>25 mins</b></p>

<p>GESI and ICT related concepts.</p> <ul style="list-style-type: none"> <li>• Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.</li> </ul>	<ol style="list-style-type: none"> <li>2. Organise yourselves into two groups (considering gender).       <ol style="list-style-type: none"> <li>2.1 Identify by writing, the parts of the brain and discuss their functions.</li> <li>2.2 Identify, discuss, and share views on threats to human development (biological and environmental) as outlined in the course manual.</li> </ol> </li> <li>3. Discuss and share your views on misconceptions and biases of biological threats to development in middle childhood.</li> <li>4. Surf the internet to identify and use appropriate short videos on parts and functions of the brain, as well as biological and environmental threats to human development.</li> </ol>	
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through.” Equity and inclusion issues as well as ICT resources need consideration.</li> <li>• The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>• This section can build on the PD needs identified from the course manuals</li> </ul>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Organise yourselves into two groups (considering gender).       <ol style="list-style-type: none"> <li>1.1 Discuss and share your views on core principles affecting brain development.</li> <li>1.2 Discuss and share your views on the stages of physical, intellectual, and social development in middle childhood.</li> </ol> </li> <li>2. Identify and share your views on the possible differences in the rate of development under physical, intellectual, and social development in middle childhood.</li> <li>3. Organise yourselves into two groups (considering gender).       <ol style="list-style-type: none"> <li>3.1 Discuss and share your views on the implications of the core principles of brain development for early grade learners.</li> <li>3.2 Discuss and share your views on the implications (including issues on GESI)</li> </ol> </li> </ol>	

	of physical, intellectual and social development in middle childhood.	
<p><b>7 Teaching, learning and assessment activities for the lesson.</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.</li> <li>• Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.</li> <li>• Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities,</li> </ul>	<ol style="list-style-type: none"> <li>1. Share your views on the various teaching and learning activities suggested to be used in the lesson delivery, and how they will promote the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the basic school curriculum through STS activities. (<i>refer to the teaching and learning activities section of the course manual</i>)</li> <li>2. Select a partner, discuss, and share your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators) and how they will be used to enhance the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources (including Guidance Notes for Integrating GESI in PD Materials, ICT tools) needed to achieve the learning outcomes and indicators for the lesson.</li> <li>4. Select an activity and demonstrate how it could be used in a real classroom teaching situation.</li> <li>5. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>6. Read the assessment components of</li> </ol>	<b>40 mins</b>

	<p>the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e. 30% each).</p>	
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</li> <li>• Identify how any assessments during the lesson relate to course assessment components.</li> <li>• The selected activities should be done with tutors in real or close to real time.</li> <li>• Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.</li> <li>• Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.</li> <li>• Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.</li> <li>• Identify where power point presentations or other resources need to be developed to support learning and provide guidance.</li> <li>• Identify resources required for</li> </ul>		

any TLMs and provide guidance on their development		
<p><b>4 Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>● Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>● Course assignment <ul style="list-style-type: none"> <li>○ Advance preparation</li> <li>○ In the case of unresolved issues</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Do prior reading on the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in your class during lesson delivery and report on observation during next PD session.</li> </ol>	<b>5 mins</b>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40% End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson One (1) in the course manuals for Child Growth and Development; and Psychology of Learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

**Age Phase:**

**Name of Subject:**

Child Growth and Development; and Psychology of Learning

**Year 2 Semester 2**

**TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Learning theories

&

Language Development

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Reflect and answer questions on how the previous PD session (including issues on the NTEAP) helped you in the successful delivery of your previous lesson.</li><li>2. Share your views on the challenges faced in your previous lesson delivery, and how these challenges could be addressed.</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 2 in line with child growth and development; and psychology of learning in middle childhood.</li><li>4. Reflect and share your views on the need to integrate cross cutting issues (GESI and ICT) in lessons.</li><li>5. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 2 of child growth and development, and psychology of</li></ol>	<b>20 mins</b>

	<p>learning in middle childhood.</p> <p>6. In two groups, share your views on the important or distinctive aspects of Lesson 2 for child growth and development; and psychology of learning.</p> <p>7. In two groups, read and discuss the introductory sections of Lesson 2 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge. the lesson can be built on.</p>	
<p><b>1. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <p>1. Read the lesson descriptions for Lesson 2 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</p> <p>2. Organise yourselves into two groups (considering gender representation, where applicable).</p> <p>2.1 Identify and share with the group, the three main behavioural theories of learning, their proponents, and description of the theories.</p> <p>a. Identify the features of intellectual development in middle childhood as proposed by Piaget and Bruner and discuss the differences and similarities between them.</p> <p>b. Surf the internet to identify and download appropriate short videos on intellectual development in middle childhood for further discussion and clarification.</p>	<p><b>25 mins</b></p>

	3. Surf the internet to identify and download appropriate short videos on intellectual development in middle childhood for further discussion and clarifications.	
	<b>Activity 2</b> 4. In your groups, discuss and share your views on the learning implications of the three main behavioural learning theories.	
<b>3. Teaching, learning and assessment activities for the lesson</b>	<p>1. Share your views on the various teaching and learning activities suggested to be used in the lesson delivery, and how they will promote the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. (<i>Refer to the teaching and learning activities section of the course manual for child growth and development; and psychology of learning in middle childhood</i>).</p> <p>2. Select a partner, discuss, and share your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators) and how they will be used to enhance the core and transferable skills (e.g., critical thinking, problem solving, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3. Share your views on the appropriate and feasible learning resources (as suggested in the course manuals for</p>	<b>40 mins</b>

	<p>child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</p> <ol style="list-style-type: none"> <li>4. Discuss the required text in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how it will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Select an activity and demonstrate how it could be used in a real classroom teaching situation for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Ask Tutors to read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e. 30% each).</li> </ol>	
<p><b>4 Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identity a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>

<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>
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Age Phase:

Name of Subject:

Child Growth and Development; and Psychology of Learning

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 3 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Child development across the domains from birth to eight

&

Theories of Learning

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice-breaker activity</li><li>2. Reflect and answer questions on how the previous PD session (including issues on the NTEAP) helped you in the successful delivery of your previous lesson.</li><li>3. Briefly report how tutors made use of issues discussed in the previous PD session in the delivery of Lesson 2.</li><li>4. Share your views on the challenges faced in your previous lesson delivery, and how these challenges could be addressed.</li><li>5. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 2 in line with child growth and development, and psychology of learning in middle childhood.</li><li>6. Reflect and share your views on the need to integrate cross cutting issues</li></ol>	<b>20 mins</b>

	<p>(GESI and ICT) in lessons.</p> <ol style="list-style-type: none"> <li>7. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 2 of child growth and development, and psychology of learning in middle childhood.</li> <li>8. In two groups, share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 3 of child growth and development, and psychology of learning.</li> <li>9. In two groups, share your views on the important or distinctive aspects of Lesson 3 for child growth and development, and psychology of learning.</li> <li>10. In two groups, read and discuss the introductory sections of Lesson 2 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge. the lesson can be built on.</li> </ol>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 3 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Organise yourselves into two groups (considering gender, where applicable).</li> <li>3. Identify and share with the group, the two main cognitive learning theories</li> </ol>	<p><b>25 mins</b></p>

	<p>(as outlined in the course manual for child growth and development), their proponents, and description of the theories.</p> <p>4. Discuss and share with the group, the misconceptions of social development, how these misconceptions could be addressed, and the features of social development in middle childhood as outlined by Erikson.</p>	
	<p><b>Activity 2</b></p> <p>2. Select a partner, discuss, and share with the group, the learning implications of cognitive learning theories in early grade classrooms.</p> <p>3. Select a different partner to discuss and share with the group, the learning implications of the features of social development in middle childhood.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>1. Select a partner to discuss and share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 3, and how these teaching and learning activities will enhance the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 3 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></p> <p>2. Select a different partner, discuss, and share your views on the appropriateness of the activities and strategies (linked to the CLOs and their</p>	<p><b>40 mins</b></p>

	<p>indicators) and how they will be used to enhance the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <ol style="list-style-type: none"> <li>3. Share your views on the appropriate and feasible learning resources (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> <li>4. Discuss the required texts in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Select an activity and demonstrate how it could be used in a real classroom teaching situation for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
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<p><b>5 Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

Age Phase:

Name of Subject:

Child Growth and Development; and Psychology of Learning

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUAL

Lesson Topics:

Language acquisition and development in early childhood

&

Transfer of Learning

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Take part in ice-breaker activity</li><li>2. Reflect and answer questions on how successful your previous lesson was by applying the discussions on the previous PD session, placing emphasis on GESI, ICT, and NTEAP.</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 4 in line with child growth and development, and psychology of learning in middle childhood.<ol style="list-style-type: none"><li>1. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 4 of child growth and development, and psychology of learning in middle childhood.</li><li>2. Select a partner, discuss, and share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 4 for child growth and development, and psychology of learning.</li></ol></li></ol>	<b>20 mins</b>

	<p>3. In two groups, read and discuss the introductory sections of Lesson 4 up to the learning outcomes and their corresponding learning indicators for child growth and development (<i>NTS 2e</i>), and psychology of learning (<i>NTS 3d</i>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 4 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Organise yourselves into two groups (considering gender, where applicable).</li> <li>3. Discuss and share ideas on the meaning of constructivism and describe socio-cultural theory as outlined in the course manual for child growth and development.</li> <li>4. Select a partner, discuss and share with the group, the learning implications of socio-cultural theory to the early grade teacher.</li> </ol>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Select a partner, discuss, and share with the group, the meaning of language development in humans, the beliefs and misconceptions about early and late language development, as well as causes of dumbness, and stammering or stuttering as outlined in the course manual for psychology of learning in middle childhood).</li> <li>2. Surf the internet to gather information on physiological factors that promote language development in middle</li> </ol>	

	<p>childhood; discuss them and share with the group.</p> <p>3. Surf the internet to collate information on environmental factors that promote language development in middle childhood; discuss them and share with the group.</p> <p>4. Select an elbow partner to discuss and share relevant examples of how environmental factors promote language development, especially in the middle childhood classrooms.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 4, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 4 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></p> <p>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3. Share your views on the appropriate and feasible learning resources for</p>	<p><b>40 mins</b></p>

	<p>Lesson 4 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</p> <ol style="list-style-type: none"> <li>4. Discuss the required texts for Lesson 4 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Model a teaching situation for a selected activity for Lesson 4 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>

<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>
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Age Phase:

Name of Subject:

Child Growth and Development; and Psychology of Learning

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Designing Developmentally Appropriate (DAP) indoor & outdoor learning environment for early grade learners

&

Classroom and Behaviour Management in Middle Childhood Classrooms (Upper Primary)

<b>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</b> <b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</b>	<b>Time in session</b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in ice-breaker activity</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 4, with emphasis on GESI, ICT, and NTEAP (<i>consider challenges as well</i>).</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 5 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 5 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 5 for child growth and development, and psychology of learning.</li><li>6. Read and discuss the introductory sections</li></ol>	<b>21 mins</b>

	<p>of Lesson 5 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 5 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Share with the group, your understanding of intellectual or cognitive development.</li> <li>3. Discuss in groups and share ideas on the stage of intellectual or cognitive development by Piaget that relates to early grade learners.</li> <li>4. In your groups, discuss and share ideas on the learning implications of the cognitive/intellectual development with special emphasis on early grade learners.</li> </ol>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share your ideas on the physiological and environmental factors that impede language development in middle childhood.</li> <li>2. Watch shot videos on physiological and environmental factors that impede language development, especially in middle childhood.</li> <li>3. Discuss the videos watched for further clarifications.</li> </ol>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 5, and how these teaching and learning activities will improve the content delivery of the lesson,</li> </ol>	<p><b>41 mins</b></p>

	<p>including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 5 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></p> <ol style="list-style-type: none"> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 5 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI in PD Materials, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> <li>4. Discuss the required texts for Lesson 5 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Model a teaching situation for a selected activity for Lesson 5 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> </ol>	
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	7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).	
<b>4. Evaluation and review of session:</b>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<b>5 mins</b>
<b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

**Age Phase:**

**Name of Subject:**

Child Growth and Development; and Psychology of Learning

**Year 2 Semester 2**

**TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Parental involvement in Designing Developmentally Appropriate (DAP) indoor & outdoor learning environment for early grade learners

&

Learning Theories I

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in ice breaker activity.</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 5, with emphasis on GESI, ICT, and NTEAP.</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 6 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 6 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 6 for child growth and development, and psychology of learning.</li></ol>	<b>20 mins</b>

	<p>6. Read and discuss the introductory sections of Lesson 6 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 6 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Share with the group, your understanding of psycho-social development, and identify the main proponent.</li> <li>3. Discuss in your groups and share ideas on the eight stages of psycho-social development, and how it reflects early grade expectations.</li> <li>4. Select a partner to discuss and share your views on the learning implications of psycho-social development for early childhood classrooms.</li> </ol>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share your understanding of the stages of cognitive learning development in middle childhood by Piaget and discuss the learning implications for middle childhood classrooms.</li> <li>2. In your groups, analyse the principles in the experiment by Vygotsky, and discuss and share ideas on learning implications for middle childhood classrooms.</li> </ol>	

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 6, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 6 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></li> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 6 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI in PD Materials, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> <li>4. Discuss the required texts for Lesson 6 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used</li> </ol>	<p><b>40 mins</b></p>
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	<p>in the lesson to promote learning among all manner of learners.</p> <ol style="list-style-type: none"> <li>5. Demonstrate a teaching situation for a selected activity for Lesson 6 for child growth and development; and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

**Age Phase:**

**Name of Subject:**

Child Growth and Development; and Psychology of Learning

**Year 2 Semester 2**

**TUTOR PD SESSION FOR LESSON 7 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Early grade classroom and behaviour management

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Learning Theories II

<b>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</b>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)	<b>Time in session</b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice breaker activity.</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 6, with emphasis on GESI, ICT, and NTEAP.</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 7 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 7 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 8 for child growth and development, and psychology of learning.</li><li>6. Read and discuss the introductory</li></ol>	<b>20 mins</b>

	sections of Lesson 7 up to the learning outcomes and their corresponding learning indicators for child growth and development ( <b>NTS 2e</b> ), and psychology of learning ( <b>NTS 3d</b> ) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.	
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 7 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Watch a short video and explain the concept of physical development.</li> <li>3. Share with the group, your understanding of the scope of cognitive development and emphasize the Ghanaian context: (Village lifestyle); KG1 to P.3 (age 4 to 8).</li> <li>4. Discuss a scenario from a typical village life on how children develop their intellectual skills [<i>make sure they are relevant to form a theory</i>] to demonstrate the importance of theorists of psycho-social development.</li> <li>5. Discuss and share ideas on the two main types of development of early grade education, highlighting the key importance of inclusive education in early grade education.</li> </ol>	<b>25 mins</b>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share ideas on Piaget's intellectual development theory.</li> <li>2. In groups, discuss and share ideas on the learning implications of Piaget's intellectual development theory in inclusive middle childhood classrooms.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Discuss and share ideas on Vygotsky's constructivism learning theory.</li> <li>4. In groups, discuss and share ideas on the learning implications of constructivism in inclusive middle childhood classrooms.</li> </ol>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 7, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 6 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></li> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 7 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> </ol>	<p><b>40 mins</b></p>

	<ol style="list-style-type: none"> <li>4. Discuss the required texts for Lesson 7 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Model a teaching situation for a selected activity for Lesson 8 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p>	

<b>examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b>	Subject Portfolio: 30%
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Age Phase:

Name of Subject:

Child Growth and Development; and Psychology of Learning

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

LESSON TOPICS:

Language Acquisition and Development in Early Years

&

Transfer of Learning

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice breaker activity</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 7, with emphasis on GESI, ICT, and NTEAP.</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 8 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 8 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 8 for child growth and development, and psychology of learning.</li><li>6. Read and discuss the introductory</li></ol>	<b>20 mins</b>

	<p>sections of Lesson 8 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 8 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Share with the group, your understanding of the Nativist theory of language acquisition by Noam Chomsky and Social Interactivist Theory by Lev Vygotsky.</li> <li>3. Share with the group, your understanding of Language Acquisition Device (LAD), and explain the locations of language in the brain (<i>namely: Paul Broca's area referred to as the left hemisphere; and Karl Wernicke's area referred to as the right hemisphere</i>).</li> <li>4. Watch a short video on the locations of language in the brain for further discussions and clarifications.</li> <li>5. Identify and discuss the organs of speech (such as mouth, tongue, teeth, palate, oral cavity, nasal cavity, velar, uvular, airstream mechanism), and pronounce some selected letters of the English Alphabets keeping track of the speech organs used.</li> <li>6. In groups, discuss the stages of language acquisition and development namely: <ul style="list-style-type: none"> <li>- Pre-linguistic/cooing/babbling.</li> <li>- Holophrastic/ one word.</li> </ul> </li> </ol>	<p><b>25 mins</b></p>

	<ul style="list-style-type: none"> <li>- Two words stage.</li> <li>- Telegraphic stage.</li> <li>Multiple word stage.</li> </ul>	
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share your understanding of transfer of learning, and the types of transfer of learning (<i>positive transfer, negative transfer, and zero transfer</i>).</li> <li>2. Select a partner to discuss and share ideas on the need for transfer of learning in inclusive middle childhood classrooms and cite relevant examples.</li> <li>3. Discuss the conditions necessary for transfer of learning in inclusive middle childhood classrooms.</li> <li>4. Role play transfer of learning in an inclusive middle childhood classroom for a better understanding of its application.</li> </ol>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 8, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. (<i>Refer to the teaching and learning activities section for Lesson 6 of the course manual for child growth and development; and psychology of learning in middle childhood</i>).</li> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication,</li> </ol>	<p><b>40 mins</b></p>

	<p>collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <ol style="list-style-type: none"> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 8 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI in PD Materials, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> <li>4. Discuss the required texts for Lesson 8 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Model a teaching situation for a selected activity for Lesson 8 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
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<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

**Age Phase:**

**Name of Subject:**

Child Growth and Development; and Psychology of Learning

**Year 2 Semester 2**

**TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Language Acquisition and Development in Early Years

&

Classroom and Behaviour Management in Middle Childhood Classrooms I

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice breaker activity.</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 8, with emphasis on GESI, ICT, and NTEAP.</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 8 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 9 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 9 for child growth and development, and psychology of learning.</li><li>6. Read and discuss the introductory</li></ol>	<b>20 mins</b>

	<p>sections of Lesson 9 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 7 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Watch a short video and explain the concept of physical development.</li> <li>3. Share with the group, your understanding of the scope of cognitive development and emphasize the Ghanaian context: (Village lifestyle); KG1 to P.3 (age 4 to 8).</li> <li>4. Discuss a scenario from a typical village life on how children develop their intellectual skills [<i>make sure they are relevant to form a theory</i>] to demonstrate the importance of theorists of psycho-social development.</li> <li>5. Discuss and share ideas on the two main types of development of early grade education, highlighting the key importance of inclusive education in early grade education.</li> </ol>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share ideas on Piaget's intellectual development theory.</li> <li>2. In groups, discuss and share ideas on the learning implications of Piaget's intellectual development theory in inclusive middle childhood classrooms.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Discuss and share ideas on Vygotsky’s constructivism learning theory.</li> <li>4. In groups, discuss and share ideas on the learning implications of constructivism in inclusive middle childhood classrooms.</li> </ol>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 8, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 6 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></li> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 8 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> </ol>	<p><b>40 mins</b></p>

	<ol style="list-style-type: none"> <li>4. Discuss the required texts for Lesson 8 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Model a teaching situation for a selected activity for Lesson 8 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p>	

<b>examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b>	Subject Project: 30% Subject Portfolio: 30%	
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**Age Phase:**

**Name of Subject:**

Child Growth and Development; and Psychology of Learning

**Year 2 Semester 2**

**TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL**

**Lesson Topics:**

Developmentally Appropriate Learning Environment

&

Classroom and Behaviour Management in Middle Childhood Classrooms II

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice breaker activity.</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 9, with emphasis on GESI, ICT, and NTEAP (<i>consider challenges as well</i>).</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 10 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 10 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 10 for child growth and development, and psychology of learning.</li></ol>	<b>20 mins</b>

	<p>6. Read and discuss the introductory sections of Lesson 10 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 10 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Share with the group, your understanding of the concept of developmentally appropriate practices.</li> <li>3. Discuss in groups, how to create indoor and outdoor learning environments that enhance cognitive development of all early grade learners.</li> <li>4. Discuss how to design developmentally appropriate indoor and outdoor learning environment that facilitates socio-emotional development of all early grade learners.</li> <li>5. In groups, discuss and share ideas on how to evaluate indoor and outdoor learning environments that promote the physical development of all early grade learners.</li> </ol>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share your ideas on the moral characteristics of learners in inclusive middle childhood classrooms based on moral development theories by Kohlberg.</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Discuss and identify the similarities and differences between the moral development theories by Kohlberg and Piaget.</li> <li>3. Select a partner to discuss and share ideas on learning implications of Kohlberg’s moral development theories as applied to learners of diverse backgrounds in middle childhood classrooms.</li> </ol>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 8, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 6 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></li> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 8 (as suggested in the course manuals for child growth and development; and psychology of</li> </ol>	<p><b>40 mins</b></p>

	<p>learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</p> <ol style="list-style-type: none"> <li>4. Discuss the required texts for Lesson 8 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> <li>5. Model a teaching situation for a selected activity for Lesson 8 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>

<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>
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Age Phase:

Name of Subject:

Child Growth and Development; and Psychology of Learning

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Parental Involvement in the Growth and Development of the Child

&

Classroom and Behaviour Management in Middle Childhood Classrooms III

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice breaker activity.</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 10, with emphasis on GESI, ICT, and NTEAP (<i>consider challenges as well</i>).</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 11 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 11 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 11 for child growth and development, and psychology of learning.</li></ol>	<b>20 mins</b>

	<p>6. Read and discuss the introductory sections of Lesson 11 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the lesson descriptions for Lesson 11 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</li> <li>2. Identify and discuss the role of parents in school programmes and activities.</li> <li>3. Share your views on the role of parents in supporting the growth (physical, emotional, cognitive, social, etc.) and development (ability to accomplish developmental tasks/benchmark goals) of early grade learners at school and at home.</li> </ol>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss the appropriate creative approaches used in managing classroom and behaviour in inclusive middle childhood classrooms (Cite relevant examples).</li> <li>2. Watch short videos from YouTube and other online resources on creative approaches to manage the classroom and behaviour in inclusive middle childhood.</li> <li>3. In groups, role-play how to apply creative approaches to manage the classroom and behaviour in inclusive middle childhood.</li> </ol>	

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 11, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 11 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></li> <li>2. Select a partner to discuss and share with the group your views on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 11 (as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI, ICT tools) needed to realise the learning outcomes and indicators for the lesson.</li> <li>4. Discuss the required texts for Lesson 11 in the course manuals (for child growth and development; and psychology of learning in middle childhood), and how they will be used in the lesson to promote learning among all manner of learners.</li> </ol>	<p><b>40 mins</b></p>
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	<ol style="list-style-type: none"> <li>5. Model a teaching situation for a selected activity for Lesson 11 for child growth and development, and psychology of learning in middle childhood.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e., 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and report on observation during next PD session.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

**Age Phase:**

**Name of Subject:**

Child Growth and Development; and Psychology of Learning

**Year 2 Semester 2**

**TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL**

**LESSON TOPICS:**

Early Grade Classroom and Behaviour Management  
&  
Overview of Course

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<ol style="list-style-type: none"><li>1. Participate in the ice breaker activity.</li><li>2. Reflect and share with the group, how the previous PD session enhanced the successful delivery of Lesson 11, with emphasis on GESI, ICT, and NTEAP (<i>consider challenges as well</i>).</li><li>3. Read and share with your colleagues, your views on the outline and the purpose of the PD session for Lesson 12 in line with child growth and development, and psychology of learning in middle childhood.</li><li>4. Discuss and share your views on strategies to integrate issues on GESI and ICT in Lesson 12 of child growth and development, and psychology of learning in middle childhood.</li><li>5. Share your views on the important or distinctive aspects (including digital tools and issues on gender, equity and social inclusion) of Lesson 12 for child growth and development, and psychology of learning.</li></ol>	<b>20 mins</b>

	<p>6. Read and discuss the introductory sections of Lesson 12 up to the learning outcomes and their corresponding learning indicators for child growth and development (<b>NTS 2e</b>), and psychology of learning (<b>NTS 3d</b>) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity 1</b></p> <p>4. Read the lesson descriptions for Lesson 11 on child growth and development; and psychology of learning for middle childhood and share your views on the main issues to be discussed in the lesson.</p> <p>5. Identify and discuss the role of parents in school programmes and activities.</p> <p>6. Share your views on the role of parents in supporting the growth (physical, emotional, cognitive, social, etc.) and development (ability to accomplish developmental tasks/benchmark goals) of early grade learners at school and at home.</p>	<p><b>25 mins</b></p>
	<p><b>Activity 2</b></p> <p>4. Discuss the appropriate creative approaches used in managing classroom and behaviour in inclusive middle childhood classrooms (Cite relevant examples).</p> <p>5. Watch short videos from YouTube and other online resources on creative approaches to manage the classroom and behaviour in inclusive middle childhood.</p> <p>6. In groups, role-play how to apply creative approaches to manage the classroom and behaviour in inclusive middle childhood.</p>	

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<ol style="list-style-type: none"> <li>1. Share with the group, your views on the suggested teaching and learning activities to be employed in delivering Lesson 12, and how these teaching and learning activities will improve the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities. <i>(Refer to the teaching and learning activities section for Lesson 6 of the course manual for child growth and development; and psychology of learning in middle childhood).</i></li> <li>2. Select a partner to discuss and share ideas on the appropriateness of the activities and strategies (linked to the CLOs and their indicators), and how they will be used to improve the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy), and GESI in the lesson and show how you will guide student teachers to support basic school learners to develop these skills through STS activities.</li> <li>3. Share your views on the appropriate and feasible learning resources for Lesson 12 <i>(as suggested in the course manuals for child growth and development; and psychology of learning in middle childhood, as well as Guidance Notes for Integrating GESI in PD Materials, ICT tools)</i> needed to realise the learning outcomes and indicators for the lesson.</li> <li>4. Discuss the required texts for Lesson 12 in the course manuals <i>(for child growth and development)</i>, and how they will be used in the lesson to promote learning among all manner of learners.</li> </ol>	<p><b>40 mins</b></p>
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	<ol style="list-style-type: none"> <li>5. Model a teaching situation for a selected activity for Lesson 12 for child growth and development.</li> <li>6. Give feedback on the lesson delivery and make recommendations as appropriate.</li> <li>7. Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the course project and the course portfolio and their respective weightings i.e. 30% each).</li> </ol>	
<p><b>4. Evaluation and review of session:</b></p>	<ol style="list-style-type: none"> <li>1. Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</li> <li>2. Discuss the topics to be treated in the next PD session and prepare adequately for those topics.</li> <li>3. Identify a critical friend to sit in their class during lesson and provide feedback on the lesson.</li> <li>4. Evaluate the PD sessions and indicate how they have impacted on your teaching of the lessons in the course manual.</li> </ol>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 2 in the course manuals for child growth and development; and psychology of learning in middle childhood and discuss with emphasis on GESI, ICT, and NTEAP.</p> <p>Subject Project: 30%</p> <p>Subject Portfolio: 30%</p>	

## MULTI MEDIA DEVELOPMENT

**Age Phase:** Early Grade

**Name of Subject:**

Multimedia Development and use for Primary Schools (Early Grade and Upper Primary)

**Year 2 Semester 2**

### TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

**LESSON TOPIC:**

The Nature and Conceptions of Multimedia Development and Use

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• Reflection on previous PD Session (Introduction to the course manual)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>• Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>• Identification of important or distinctive aspects of the lesson</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.1 Share your experiences with the group highlighting any high and low points within lesson(s).</p> <p>1.2 Read the overview and main purpose of the lesson in the course manual and make note of any two purposes of the lesson after which they share with others.</p> <p>1.3 Note at least two GESI and ICT issues embedded in the lesson and discuss them.</p> <p>1.4 Read the overview and main purpose of the lesson in the main course manual. Write at least 2 GESI and ICT issues within the lesson overview and compare with your colleague. Write two distinctive aspects of the lesson.</p> <p>1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	<b>20 mins</b>

<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.</li> <li>• Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.</li> </ul>	<p>2.1 Identify and discuss familiar and unfamiliar concepts related to the concept of multimedia resources.</p> <p>2.2 Write your understanding of multimedia resources, possible biases and prejudices student teachers may have about the use of multimedia resources.</p> <p>2.3 In pairs discuss any differences in the definitions/meanings suggested by members which may be unfamiliar.</p> <p>2.4 Generate possible challenges of teaching the concept particularly the incorporation of GESI and ICT related concepts, e.g. misconceptions about the use of multimedia resources, availability of power to use electrical gadgets, internet service, GESI issues etc.</p> <p>2.5 Generate possible solutions to the identified GESI and ICT challenges associated with the teaching of the concept.</p>	<p><b>25 mins</b></p>
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.</li> <li>• Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.</li> <li>• Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</li> </ul>	<p>3.1 Suggested teaching and learning activities to be used in the lesson taking into account GESI and ICT as well as transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the 4Basic School Curriculum through STS activities.</p> <p>3.2 Discuss how they can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p>	<p><b>40 mins</b></p>

<p>Working through one or two activities,</p>	<p>3.3 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.4 Discuss how the lesson's assessment connects with the expected CLOs of the lesson and the NTEAP.</p> <p>3.5 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>● Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>● Course assignment <ul style="list-style-type: none"> <li>○ Advance preparation</li> <li>○ In the case of unresolved issues</li> </ul> </li> </ul>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges you might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session</p>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

#### LESSON TOPIC:

Instructional Media Production

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<p>1.1 Share your experiences from the previous week's lesson.</p> <p>1.2 Read the overview and main purpose of the lesson in the course manual.</p> <p>1.3 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partner.</p> <p>1.4 Write two distinctive aspects of the lesson.</p> <p>1.5 Read the sections from the introduction up to learning outcomes and discuss among your groups.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson)</b>	<p>2.1 Study and analyse Edgar Dale's cone of experience and discuss the relevance of using multimedia resources that appeals to multiple senses in teaching.</p> <p>2.2 Identify the needed GESI responsive and ICT resources for the teaching and learning of the concept.</p> <p>2.3 Identify the types of multimedia resources you are conversant with.</p> <p>2.4 Compare the types of multimedia resources you have written with your colleagues' noting down the similarities and differences.</p>	<b>25 mins</b>

	<p>2.4 Describe the specific features of the various types of multimedia resources.</p> <p>2.5 In pairs, discuss the relevance of using multimedia resources that appeals to multiple senses in teaching before each group shares with the other members.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Suggested teaching and learning activities to be used in the lesson taking into account GESI and ICT as well as transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 Basic School Curriculum through STS activities.</p> <p>3.2 Discuss how they can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.3 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.4 Discuss how the lesson's assessment connects with the expected CLOs of the lesson and the NTEAP.</p> <p>3.5 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any</p>	<p><b>5 mins</b></p>

	<p>challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session</p>	
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 3 IN THE COURSE MANUAL

#### LESSON TOPIC:

Theories and Principles of Learning and Instruction

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<b>1. Introduction / lesson overview</b>	<p>1.1 Share your experiences from the previous week's lesson.</p> <p>1.2 Read the overview and main purpose of Lesson 3 in the course manual noting the LOs and LI expected.</p> <p>1.3 Highlight any GESI and ICT issues within the lesson overview for discussion and how they can be achieved.</p> <p>1.4 Identify and write any distinctive aspects of the lesson for discussion.</p> <p>1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Write your understanding of the concept of constructivism.</p> <p>2.2 Compare and share your views, understandings, or meanings derived from the concept of constructivism.</p> <p>2.3 Read the socio-cultural theory by Lev Vygotsky and the theory of cognitive development by Jean Piaget and discuss the main ideas of the theories.</p>	<b>25 mins</b>

	<p>2.4 Draw connections between the theories and development and use of multimedia resources for teaching and learning of pupils with diverse needs.</p> <p>2.5 Describe the specific features of the various types of multimedia resources.</p> <p>2.6 Discuss the relevance of using multimedia resources that appeal to multiple senses in teaching. Identify the needed GESI responsive and ICT resources for the teaching and learning of the concept.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to page 21 of the course manual and study the suggested teaching and learning activities for the lesson.</p> <p>3.2 Suggest teaching and learning activities to be used in the lesson considering GESI and ICT as well transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities.</p> <p>3.3 Discuss how you can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.4 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.5 In pairs, share how the suggested activities can be effectively done, taking cognisance of GESI and ICT-related issues.</p>	<p><b>40 mins</b></p>

	<p>3.6 Identify potential challenges (including GESI and ICT) of utilising the two theories to guide the development and use of multimedia resources for teaching and learning of pupils with diverse needs.</p> <p>3.4 Refer to the assessment section of the course manual and study the suggested assessment for the lesson.</p> <p>3.5 Discuss how the lesson's assessment connects with the expected LOs of the lesson and the NTEAP.</p> <p>3.6 Study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session.</p>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio</b></p>		

<b>preparation and development are explicitly addressed in the PD sessions.</b>	
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Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUA

#### LESSON TOPIC:

Instructional and Visual Design

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1.. Introduction / lesson overview</b>	<p>1.1 Share your experiences from the previous week's lesson.</p> <p>1.2 Read the overview and main purpose of Lesson 4 in the course manual.</p> <p>1.3 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partner.</p> <p>1.6 Write two distinctive aspects of the lesson.</p> <p>1.7 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson)</b>	<p>2.1 State the elements of visual design and in pairs, discuss the principles.</p> <p>2.2 State the principles for creating visual design and in pairs, tutors discuss the relevance of using multimedia resources that appeals to multiple senses in teaching.</p> <p>2.3 Identify the needed GESI responsive and ICT resources for the teaching and learning of the concept.</p>	<b>25 mins</b>

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to the teaching and learning strategies section of the course manual and read the teaching and learning strategies suggested.</p> <p>3.2 Suggested teaching and learning activities to be used in the lesson taking into account GESI and ICT as well transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 Basic School Curriculum through STS activities.</p> <p>3.3 Discuss how you can incorporate transferable skills in your teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.4 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.5 Identify GESI and ICT issues associated with the topic and discuss how they can be addressed in the lesson.</p> <p>3.6 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p> <p>3.7 Discuss how the lesson's assessment connects with the expected LOs of the lesson and the NTEAP.</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p>	<p><b>5 mins</b></p>

	<p>4.3 Read further on the topic for next week and note any issues for clarification(s).</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session.</p>	
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

#### LESSON TOPIC:

Concept and Principles of Effective Communication

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<p>1.1 Share their experiences from the previous week's lesson.</p> <p>1.2 Read the overview and main purpose of lesson 5 in the course manual.</p> <p>1.3 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partner.</p> <p>1.4 Identify two distinctive aspects of the lesson.</p> <p>1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Share your understanding of the term communication.</p> <p>2.2 In pairs, explain/discuss your responses.</p> <p>2.3 Refer to any of the reference materials suggested in the course manual (or any other source) and identify the principles of effective communication for discussion</p> <p>2.4 Take note of any GESI related issues associated with the principles named.</p>	<b>25 mins</b>

	<p>2.4 Refer to any of the reference materials suggested in the course manual (or any other source) and identify the barriers to communication.</p> <p>2.5 Compare your responses and discuss them including differences in your responses.</p> <p>2.6 Describe the specific features of the various types of multimedia resources.</p> <p>2.7 In pairs, tutors discuss the relevance of using multimedia resources that appeals to multiple senses in teaching before each group shares with the other members.</p> <p>2.8 Identify the needed GESI responsive and ICT resources for the teaching and learning of the concept.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to the teaching and learning strategies section of the course manual and read the teaching and learning strategies suggested.</p> <p>3.2 Suggest teaching and learning activities to be used in the lesson taking into account GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 Basic School Curriculum through STS activities.</p> <p>3.3 Discuss how you can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.4 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p>	<p><b>40 mins</b></p>

	<p>3.5 Identify GESI and ICT issues associated with the topic and discuss how they can be addressed in the lesson.</p> <p>3.6 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p> <p>3.7 Discuss how the lesson’s assessment connects with the expected LOs of the lesson and the NTEAP.</p>	
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session.</p>	<p><b>5 mins</b></p>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

Lesson Topic:

Concept, Types, Characteristics and uses of Community Resources

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<p>1.1 Share your experiences from the previous week's lesson.</p> <p>1.2 Read the overview and main purpose of the lesson in the course manual.</p> <p>1.3 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partner.</p> <p>1.4 Write two distinctive aspects of the lesson.</p> <p>1.5 Read the sections from the introduction up to learning outcomes and discuss among your groups.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson)</b>	<p>2.1 Write your understanding of the term community resources on a sticker note.</p> <p>2.2 In pairs, share your responses noting any similarities and differences.</p> <p>2.3 Refer to any of the suggested teaching resources/ references in the course manual and state (i) types (ii) characteristics (iii) uses of community resources.</p> <p>2.4 Categorise community resources based on their characteristics.</p>	<b>25 mins</b>

	<p>2.5 In pairs, present your feedback to the entire group for discussions and clarifications.</p> <p>2.6 Identify any GESI and ICT related concepts and issues for clarification e.g. about the uses of certain resources</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Suggested teaching and learning activities to be used in the lesson considering GESI and ICT as well transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 Basic School Curriculum through STS activities.</p> <p>3.2 Discuss how they can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.3 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.4 Discuss how the lesson’s assessment connects with the expected CLOs of the lesson and the NTEAP.</p> <p>3.5 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p>	<p><b>5 mins</b></p>

	<p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session</p>	
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 7 IN THE COURSE MANUAL

#### LESSON TOPIC:

Instructional and Visual Design II

<b><i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / lesson overview</b>	<p>1.1 Share your experiences from PD Session 6 on Lesson 6.</p> <p>1.2 Read the overview and main purpose of Lesson 7 in the course manual.</p> <p>1.3 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partner.</p> <p>1.4 Write two distinctive aspects of the lesson.</p> <p>1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Split into two GESI responsive groups and discuss one of the two models of instruction. Group A to discuss Dick Carey's model while group B discusses the ADDIE model.</p> <p>2.2 Each group should do the following activities:</p> <ul style="list-style-type: none"><li>i. Discuss the key ideas of the selected model.</li><li>ii. The strengths of the model to achieving effective teaching and</li></ul>	<b>25 mins</b>

	<p>learning.</p> <p>iii. The potential challenges associated with the selected model.</p> <p>iv. How GESI issues can be taken care of in implementing the model(s)</p> <p>2.4 Present the outcome of your task.</p> <p>2.5 Make notes of any differences and similarities you identify in the two models.</p> <p>2.6 Watch YouTube channels for audio-visual illustrations of the two models (as supplementary guide).</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to the teaching and learning strategies section of the course manual and read the teaching and learning strategies suggested.</p> <p>3.2 Suggested teaching and learning activities to be used in the lesson taking into account GESI and ICT as well transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the Basic School Curriculum through STS activities.</p> <p>3.2 Discuss how you can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.3 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.4 Identify GESI and ICT issues associated with the topic and discuss how they can be addressed in the lesson.</p>	<p><b>40 mins</b></p>

	<p>3.5 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p> <p>3.6 Discuss how the lesson’s assessment connects with the expected LOs of the lesson and the NTEAP.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s).</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session</p>	<b>5 mins</b>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSONS 8, 9 & 10 IN THE COURSE MANUAL**

**LESSON TOPIC:**

Concept and Principles of Effective Communication

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<b>1. Introduction / lesson overview</b>	1.1 Share their experiences from PD Session 7 for Lesson  1.2 Read the overview and main purposes of Lesson 8, 9 & 10 in the course manual noting the LOs and LIs expected  1.3 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partner.  1.4 Identify two distinctive aspects of the lesson.  1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	2.1 Sit in pairs to discuss the types of models you are conversant with.  2.2 In pairs, select one solid model and describe how it is developed. e.g. diorama and puppets  2.3 In pairs, present your work to the group and discuss any areas of concern.	<b>25 mins</b>

	<p>2.4 View pictures/short videos of some solid and cross-sectional models to aid tutors understanding.</p> <p>2.5 Discuss how to effectively use the models to achieve effective teaching and learning.</p> <p>2.6 Discuss ways of incorporating GESI and ICT related issues in the development of models.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to the teaching and learning strategies sections of the course manual and read the teaching and learning strategies suggested.</p> <p>3.2 Suggest teaching and learning activities to be used in the lesson considering GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the 4 basic school curriculum through STS activities.</p> <p>3.3 Discuss how you can incorporate transferable skills in your teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.4 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.5 Identify GESI and ICT issues associated with the topic and discuss how they can be addressed in the lesson.</p> <p>3.6 Refer to the assessment section of the course manual, study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	<p><b>40 mins</b></p>

	3.7 Discuss how the lesson's assessment connects with the expected LOs of the lesson and the NTEAP.	
<b>4. Evaluation and review of session:</b>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session.</p>	<b>5 mins</b>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL

#### LESSON TOPIC:

Handheld Technologies

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<b>1. Introduction / lesson overview</b>	1.1 Share your experiences from the previous week's lesson.  1.2 Read the overview and main purpose of Lesson 11 in the course manual noting the LOs and LI expected.  1.3 Highlight any GESI and ICT issues within the lesson overview for discussion and how they can be achieved.  1.4 Identify and write any distinctive aspects of the lesson for discussion.  1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	2.1 Write any three handheld gadgets you know on the stick-on notes. e.g. calculator, tablets, mobile phones  2.1 In your pairs, list the ways in which computers and mobile phones can be used to support teaching and learning.	<b>25 mins</b>

	<p>2.2 Discuss (whole group) how to effectively use mobile phones and computers in the teaching and learning processes.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to the teaching and learning strategies section of the course manual to read the teaching and learning strategies suggested.</p> <p>3.2 Suggest teaching and learning activities to be used in the lesson taking into account GESI and ICT as well transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the Basic School Curriculum through STS activities.</p> <p>3.3 Discuss how you can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.4 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.5 In pairs, share how the suggested activities can be effectively done, taking cognisance of GESI and ICT-related issues.</p> <p>3.6 Identify potential challenges (including GESI and ICT) of utilising the two theories to guide the development and use of multimedia resources for teaching and learning of pupils with diverse needs.</p> <p>3.7 Refer to the assessment section of the course manual and study the suggested assessment for the lesson.</p>	<p><b>40 mins</b></p>

	<p>3.8 Discuss how the lesson’s assessment connects with the expected LOs of the lesson and the NTEAP.</p> <p>3.9 Study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe your lesson during the enactment. Let the critical friend share his or her observation during the next PD session.</p>	<b>5 mins</b>
<p><b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>		

Age Phase:

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

#### LESSON TOPIC:

Storage and Evaluation/Audit of Multimedia

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i>	<i>Time in session</i>
<b>1. Introduction / lesson overview</b>	<p>1.1 Share your experiences from the previous week's lesson.</p> <p>1.2 Read the overview and main purpose of Lesson 12 in the course manual noting the LOs and LI expected.</p> <p>1.3 Highlight any GESI and ICT issues within the lesson overview for discussion and how they can be achieved.</p> <p>1.4 Identify and write any distinctive aspects of the lesson for discussion.</p> <p>1.5 Read the sections from the introduction up to learning outcomes, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Refresh your previous knowledge from Lessons 8, 9, and 10 on "models and material adaptation for inclusive classroom and their uses".</p> <p>2.2 Write any three handheld gadgets you know on the stick-on notes. e.g. calculator, tablets, mobile phones.</p>	<b>25 mins</b>

	<p>2.3 In pairs, list the ways in which computers and mobile phones can be used to support teaching and learning.</p> <p>2.4 Discuss (whole group) how to effectively use mobile phones and computers in the teaching and learning processes.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>3.1 Refer to the teaching and learning strategies section of the course manual to read the teaching and learning strategies suggested.</p> <p>3.2 Suggest teaching and learning activities to be used in the lesson taking into account GESI and ICT as well transferable skills and show how student teachers can be helped to use same or similar activities to support the delivery of the Basic School Curriculum through STS activities.</p> <p>3.3 Discuss how you can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.4 Note any teaching strategies you are not familiar with for discussion with colleagues so they can use these as appropriate.</p> <p>3.5 In pairs, share how the suggested activities can be effectively done, taking cognisance of GESI and ICT-related issues.</p> <p>3.6 Identify potential challenges (including GESI and ICT) of utilising the two theories to guide the development and use of multimedia resources for teaching and learning</p>	<p><b>40 mins</b></p>

	<p>of pupils with diverse needs.</p> <p>3.7 Refer to the assessment section of the course manual and study the suggested assessment for the lesson.</p> <p>3.8 Discuss how the lesson's assessment connects with the expected LOs of the lesson and the NTEAP.</p> <p>3.9 Study the assessment strategies suggested for teaching the lesson and review these in line with GESI and the NTEAP.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and take note of any challenges they might encounter during the actual teaching.</p> <p>4.3 Read further on the topic for next week and note any issues for clarification(s)</p> <p>4.4 Identify a critical friend from the same or related area, to observe their lesson during the enactment and provide feedback on the lesson.</p> <p>4.5 Review the PD sessions and indicate how the sessions have impacted their teaching of the lessons in the course manual.</p>	<b>5 mins</b>
<b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b>		

## PSYCHOLOGICAL BASES FOR DIFFERENTIATED ASSESSMENT

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

TOPIC:

Stages of Human Development

Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p><b>1. Introduction / Lesson Overview</b></p>	<p>1.1 Write at least two things you learnt from the previous semester's PD session.</p> <p>1.2 In pairs, discuss the main purpose of the current PD session and that of the current Lesson 1 of the course manual and share among themselves.</p> <p>1.3 Read the main Learning Outcomes (LOs) and the Learning Indicators (LIs) at p.17 of the Course Manual.</p> <p>1.4 In your groups, discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.</p> <p>1.5 Identify the distinctive features of Lesson 1.</p>	<p><b>20 mins</b></p>
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p>2.1 Identify key elements of the lesson.</p> <p>2.2 Discuss in groups the stages of physical, intellectual, and social development in early adolescents and</p>	<p><b>40 mins</b></p>

	<p>their implications for learning.</p> <p>2.3 Share experiences of the processes of Erik Erickson’s first five stages of psychosocial development with another colleague tutor.</p>	
<p><b>3. Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed., Basic School Curricula and GESI. (<i>refer to the teaching and learning activities section of the course manual, p.11</i>)</p> <p>3.2 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e. g. critical thinking, communication, collaboration) and GESI in the lesson in both the B.Ed. and the Basic School Curricula.</p> <p>3.3 Demonstrate with a selected activity and use it in real classroom teaching situation.</p>	<p><b>30 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss:</p> <p>3.1.1 The main teaching and learning resources and how you will use them to enhance learning of the topic at both the new 4-Year B.Ed. and the Basic levels.</p> <p>3.1.2 The required text and how it will be used in the lesson to promote learning.</p> <p>3.1.3 The additional reading materials needed and how you will use them to promote learning.</p> <p>3.2 Discuss with colleagues the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>

<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Summarize the main issues in the session and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Read on the topics to be treated in the next PD session in advance to prepare you adequately for the session.</p>	<p><b>15 mins</b></p>
<p><b>Follow-up (Enactment)</b></p>	<p>4.3 Identify a critical friend who took part in the PD session sit in and observe your lesson and report their observation during the next PD session.</p>	<p><b>15 mins</b></p>

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL**

TOPIC:

Language Development

<b><i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / Lesson Overview</b>	<p>1.1 Write down the main ideas raised in the previous PD session on the topic, stages of Human Development.</p> <p>1.2 Reflect on the application of the previous PD session practiced in the classroom and provide comments and feedback.</p> <p>1.3 In pairs, discuss the main purpose of the current PD session and that of lesson 2, (Language Development) p. 21 of the Course Manual and ask them to share.</p> <p>1.4 Discuss the main Learning Outcomes and the Learning Indicators raised in the Course Manual on p. 20 and indicate the nature of student teachers' relevant previous knowledge. the lesson can be built on.</p> <p>1.5 Ask questions for clarification.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Read and identify key elements of the lesson description in the manual and address issues that may arise.</p>	<b>40 mins</b>

	<p>2.2 State the main content to be covered in the lesson and clarify issues that may arise from the discussion.</p> <p>2.3 Discuss the educational implication of language development for learning.</p> <p>2.4 Contribute to the discussion on misconceptions of language development.</p> <p>2.5 Make a presentation for whole group discussion.</p>	
<b>3. Teaching, Learning and Assessment Activities for the Lesson</b>	<p>3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the new 4-year B.Ed. and Basic School Curricula. (<i>refer to the teaching and learning activities section of the course manual p. 21</i>).</p> <p>3.2 Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education B.Ed. and Basic School Curricula.</p> <p>3.3 Demonstrate the selected activities in real classroom teaching situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<b>30 mins</b>
<b>Resources</b>	<p>3.1 Examine the main teaching and learning resources and how you will use them to enhance learning of the topic (p. 22).</p> <p>3.2 Discuss:</p> <p>3.2.1 The required text and how they will be used in the lesson to promote learning.</p> <p>3.2.2 The additional reading materials</p>	<b>15 mins</b>

	needed and how you will use them to promote learning.	
<b>4. Evaluation and review of session:</b>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	4.1 Identify a critical friend who took part in the PD session, to sit in your class during your lesson and report on observations during the next PD session for discussion.	<b>15 mins</b>

**Age Phase:** Junior High School

**Name of Subject:**

Psychological Bases for Differentiated Assessment for JHS

**Year 2 Semester 2**

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

**TOPIC:**

Theories of Learning

<b>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</b></b>	<b>Time in session</b>
<b>1. Introduction / Lesson Overview</b>	<p>1.1 Discuss the main issues raised in the previous PD session on language development.</p> <p>1.2 In pairs, share your experiences on the previous lessons you presented emphasizing on how the NTEAP and GESI was integrated.</p> <p>1.3 In pairs, discuss the main purpose of the current PD Session and that of Lesson 3 (Theories of Learning) and ask them to share with the group.</p> <p>1.4 Discuss the main Learning Outcomes and the Learning Indicators raised in Lesson 3 and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on. <i>(Refer to the Learning Outcomes and Indicators section of the lessons on p. 23 e.g. Are the Lis properly aligned to the LOs?) p. 20.</i></p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Examine key elements of Lesson 3 descriptions in the Manual and address issues that may arise (p. 24).</p>	<b>40 mins</b>

	<p>2.2 Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion (p. 24).</p> <p>2.3 Brainstorm on any challenges you anticipate in presenting the topics in the lesson.</p>	
<p><b>3 Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in groups the appropriateness of the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the new 4-year B. Ed. and Basic School Curricula.</p> <p>3.2 Discuss in pairs how the activities and strategies can be used to enhance the Core and Transferable Skills and GESI in lesson delivery in both the Colleges of Education and the Basic School Curricula.</p> <p>3.3 Demonstrate to the group how you will use a selected activity in real classroom situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>30 mins</b></p>
<p><b>Resources</b></p>	<p>3.4 Discuss the main teaching and learning resources available in teaching the Lesson 3 and how you will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.</p> <p>3.5 Discuss the units/chapters from the required textbook, and the additional texts including ICT, and indicate how you will use them in the lesson to promote learning.</p>	<p><b>15 mins</b></p>

<p><b>3 Evaluation and review of session:</b></p>	<p>3.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>3.2 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p><b>15 mins</b></p>
<p><b>Follow-up (Enactment)</b></p>	<p>4.1 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.</p>	

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUAL**

TOPIC:

Transfer of Learning, Classroom and Behaviour Management of Early Adolescents

<b>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</b>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)	<b>Time in session</b>
<b>1. Introduction / Lesson Overview</b>	1.1 Write 4 main issues discussed in the previous PD session on theories of learning and share with the whole group.  1.2 Share your experiences on the previous lessons you presented emphasizing on how the NTEAP and GESI was integrated.  1.3 In pairs, discuss the main purposes of the current PD session and that of current lessons on transfer of learning, and share with the group.  1.4 Discuss the main Learning Outcomes and the Learning Indicators in the Course Manual p. 26, for Lesson 4, and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	2.1 Identify and discuss in groups the key elements of the lesson descriptions in the manual, p. 27, and address issues that may arise.	<b>40 mins</b>

	<p>2.2 Brainstorm and share in groups the main content to be covered in Lesson 4 and clarify issues that may arise from the discussion.</p> <p>2.3 Discuss any challenges you anticipate in presenting the topics and suggest ways of addressing such challenges.</p>	
<p><b>3 Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in pairs how the activities and strategies can be used to enhance the core and transferable skills and GESI in lesson delivery in both the Colleges of Education B.Ed. and the Basic School Curricula.</p> <p>3.2 Demonstrate to the group how you will use a selected activity in real classroom situation.</p> <p>3.3 Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss the main teaching and learning resources available in teaching the Lesson 4, and how you will use them effectively to promote learning at both the new 4-year B.Ed. and the Basic School Levels.</p> <p>3.2 Discuss the units/chapters from the required textbooks and the additional texts including ICT and indicate how you will use them in your lesson to promote learning.</p> <p>3.3 Ask tutors to discuss in groups the additional reading materials needed and how they will be used in the lesson presentation.</p>	<p><b>15 mins</b></p>

<p><b>4 Evaluation and review of session:</b></p>	<p>4.1 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>4.2 Read the topics for the next PD session.</p>	<p><b>15 mins</b></p>
<p><b>Follow-up (Enactment)</b></p>	<p>4.1 Discuss in groups, the possibility of getting someone to sit in your class to observe your lesson and report during the next PD session.</p>	

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL**

TOPIC:

Transfer of Learning, Classroom and Behaviour Management of Early Adolescents

<b><i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / Lesson Overview</b>	1.1 Write 4 main issues discussed in the previous PD session on theories of learning and share with the whole group.  1.2 Share your experiences on the previous lessons you presented emphasizing on how the NTEAP and GESI was integrated.  1.3 In pairs, discuss the main purpose of the current PD session and that of the current lesson, on transfer of learning, classroom and behaviour management of early adolescents and share with the group.  1.4 Discuss the main Learning Outcomes and the Learning Indicators in the Course Manual, p. 29 for lesson 5 and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.	<b>20 mins</b>

<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p>2.1 Identify and discuss in groups the key elements of the lesson descriptions in the manual, p. 30 and address issues that may arise.</p> <p>2.2 Brainstorm and share in groups the main content to be covered in Lesson 5 and clarify issues that may arise from the discussion.</p> <p>2.3 Discuss any challenges you anticipate in presenting the topics and suggest ways of addressing such challenges.</p>	<p><b>40 mins</b></p>
<p><b>3. Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in pairs how the activities and strategies can be used to enhance the Core and Transferable Skills and GESI in lesson delivery in both the Colleges of Education and the Basic School Curricula.</p> <p>3.2 Demonstrate to the group how you will use a selected activity in real classroom situation.</p> <p>3.3 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss the main teaching and learning resources available in teaching the lesson 4, 5 and 6 and how you will use them effectively to promote learning at both the new 4-year B.Ed. and the Basic School Curricula.</p> <p>3.2 Discuss the units/chapters from the required textbooks including ICT and indicate how you will use them in your lessons to promote learning.</p>	<p><b>15 mins</b></p>

<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Discuss the assessment instruments and procedures used in the lesson for assessing student teacher.</p> <p>4.2 Read the topic for the next PD session.</p>	<p><b>15 mins</b></p>
<p><b>Follow-up (Enactment)</b></p>	<p>4.1 Discuss in groups possibilities of getting someone to sit in your class to observe your lesson and report during the next PD session.</p>	

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

TOPIC:

Transfer of Learning, Classroom and Behaviour Management of Early Adolescents

<b><i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / Lesson Overview</b>	1.1 Discuss the main issues raised in the previous PD session on theories of learning and share with the whole group.  1.2 Share your experiences on the previous lessons you presented emphasizing on how the NTEAP and GESI was integrated.  1.3 In pairs, discuss the main purpose of the current PD session and that of the current lesson on, transfer of learning; classroom and behaviour management of early adolescents with SEN and share with the group.  1.4 Discuss the main Learning Outcomes and the Learning Indicators in the Course Manual p 32, for Lesson 6 and indicate the nature of student teachers' relevant previous knowledge the lesson can be built on.	<b>20 mins</b>

<p><b>2 Concept Development (New learning likely to arise in this lesson):</b></p>	<p>2.1 Identify and discuss in groups the key elements of the lesson descriptions in the manual, p 33 and address issues that may arise.</p> <p>2.2 Brainstorm and share in groups the main content to be covered in Lesson 6 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current Course Manual.) E.g., what is behaviour management of early adolescence with SEN?</i></p> <p>2.3 Discuss any challenges you anticipate in presenting the topics and suggest ways of addressing such challenges.</p>	<p><b>40 mins</b></p>
<p><b>3 Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in pairs how the activities and strategies can be used to enhance the Core and Transferable Skills and GESI in lesson delivery in both the B.Ed. and the Basic School Curricula.</p> <p>3.2 Demonstrate to the group how you will use a selected activity in real classroom situation.</p> <p>3.3 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss the main teaching and learning resources available in teaching the Lesson 6 and how you will use them effectively to promote learning, at both the B.Ed. and Basic Levels.</p> <p>3.2 Discuss the units/chapters from the required textbooks and the additional texts including ICT and indicate how you will use them in your lessons to promote learning.</p> <p>3.3 Discuss in groups the additional reading materials needed and how</p>	<p><b>15 mins</b></p>

	they will be used in the lesson presentation,	
<b>4 Evaluation and review of session:</b>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	4.1 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during the next PD session for discussion.	<b>15 mins</b>

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 7 IN THE COURSE MANUAL**

TOPIC:

Nature, Principles and Types of Assessment

<i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</i>	<b>Time in session</b>
<b>1. Introduction / Lesson Overview</b>	1.1 Contribute to the main issues raised in the previous lesson-Transfer of Learning, Classroom and Behaviour Management of Early Adolescents.  1.2 Share your experiences on the previous lesson presented, emphasizing on how the NTEAP and GESI were integrated.  1.3 In pairs, discuss the main purpose of the current PD session and that of the current lesson on, nature, principles, and types of assessment in the Course Manual.  1.4 Discuss in your groups the main Learning Outcomes and the Learning Indicators raised in the Course Manual, p 35, for lesson 7, and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.	<b>20 mins</b>

<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p>2.1 Identify and discuss in groups the key elements of the lesson on the nature, principles and types of assessment as outlined in the course manual p. 36 and address issues that may arise.</p> <p>2.2 Discuss the main content to be covered on the nature, principles, and types of assessment in the course manual p. 36 and clarify issues that may arise from the discussion.</p> <p>2.3 Discuss any challenges you anticipate in presenting the concepts in the topic.</p>	<p><b>40 mins</b></p>
<p><b>3 Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in pairs how the activities and strategies can be used to enhance the Core and Transferable Skills and GESI in lesson delivery in both the B.Ed. and Basic School Curricula.</p> <p>3.2 Discuss the effectiveness of the activities and strategies in achieving the objectives of the lesson and how they will be used to enhance the Core and Transferable Skills and GESI in the lesson.</p> <p>3.3 Use the concepts you have acquired from the lesson in context or in real life situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss the main teaching and learning resources including ICT and how you will use them to enhance learning of the topic.</p>	<p><b>15 mins</b></p>

	<p>3.2 Discuss the required texts and how you will use them in the lesson to promote learning.</p> <p>3.3 Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning.</p>	
<b>4 Evaluation and review of session</b>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topics to be treated in advance to enable adequate preparation for those topics.</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	<p>4.1 Identify a critical friend who took part in the PD session, to sit in your class during lesson, and report on observation during the next PD session for discussion.</p>	<b>15 mins</b>

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

### TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

TOPIC:

Nature and Types of Formative, Summative Assessment; Characteristics, Merits and Demerits of Continuous Assessment

<i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<b>1. Introduction / Lesson Overview</b>	1.1 Form a circle. One person stands in the middle of the circle with a ball. The one in the middle asks any question on the previous PD session on the topic, nature, principles, and types of assessment and throw the ball to any of you in the circle. That individual answers the question and exits. If she/he fails to get it right, she/he comes to the middle and throws the ball to another for the cycle to continue until everybody gets to ask or answer a question.  1.2 Reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.  1.3 Discuss the main purpose of the current PD session and that of the current lesson on, nature and types of formative, summative assessment; characteristics, merits, and demerits of continuous assessment in the Course Manual p. 40.	<b>20 mins</b>

	<p>1.4 Let tutors discuss in groups the main Learning Outcomes and the Learning Indicators raised in the course manual, p. 39, for lesson 8, and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p>2.1 Identify and discuss in groups the key elements of the lesson on the nature and types of formative, summative assessment; characteristics, merits, and demerits of continuous assessment in the course manual p. 40.</p> <p>2.2 Use the “<i>Find someone who can...</i>” game to answer questions on the main content to be covered in the lesson. Each tutor should contact more than one friend for answers.</p> <p>2.3 In groups, discuss any challenges you anticipate in presenting the topic.</p> <p>2.4 Make a presentation (oral) for a whole group discussion.</p>	<p><b>40 mins</b></p>
<p><b>3. Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 In groups of 3, discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the new 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual p. 40).</p> <p>3.2 Examine the effectiveness of these activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson. Provide your answers on a flip chart.</p> <p>3.3 In your groups, demonstrate the selected activities in a real classroom teaching situation.</p>	

	3.4 Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers, and ensure they are aligned with the NTEAP.	
<b>Resources</b>	<p>3.1 In your groups, identify and list the main teaching and learning resources including ICT, and show how you will use them to enhance the teaching of the topic. Present your work on a flip chart for gallery walk.</p> <p>3.2 Discuss the required text and how they will be used in the lesson to promote learning.</p> <p>3.3 Discuss the additional reading materials needed and how you will use them to promote learning.</p>	<b>15 mins</b>
<b>4. Evaluation and review of session</b>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topic to be treated in advance to enable tutors to prepare adequately for those topics.</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	4.1 Identify a critical friend who took part in the PD session, to sit in and observe your lesson and report their observation during the next PD session.	<b>15 mins</b>

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL**

TOPIC:

Taxonomies of Educational Objectives and Item Formats

<i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i> <b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session</i>	<b>Time in session</b>
<b>1. Introduction / Lesson Overview</b>	1.1 What are the main issues raised in the previous PD session on the nature and types of formative, summative assessment, characteristics, merits, and demerits of continuous assessment?  1.2 Reflect and discuss the lesson observed by a colleague on the application of the previous PD session in the classroom.  1.3 In pairs discuss the main purpose of the current PD session, Lesson 9 - on Taxonomies of Educational Objectives and Item Formats of the Course Manual and ask them to share with the group.  1.4 Discuss the main Learning Outcomes and the Learning Indicators outlined in the lessons for the PD session and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.	<b>20 mins</b>

	Ask questions for clarification to address the issues that may arise.	
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Examine the key elements of the descriptions of lesson 9 in the Course Manual.</p> <p>2.2 Brainstorm on the main content of Lesson 9 and help clarify issues that may arise from the discussion.</p> <p>2.3 Discuss any challenges you anticipate in presenting the topic and brainstorm on how you will address them.</p>	<b>40 mins</b>
<b>3. Teaching, Learning and Assessment Activities for the Lesson</b>	<p>3.1 Discuss and present in groups the various teaching and learning activities used in the lesson delivery, and how they will promote the content delivery of the new 4-year B.Ed. and Basic School Curricula. (<i>refer to the teaching and learning activities section of the course manual p. 43</i>).</p> <p>3.2 Discuss in pairs, the effectiveness of the activities and strategies, and how they will be used to enhance the Core and Transferable Skills and GESI in the lesson in both the Colleges of Education B.Ed. and Basic School Curricula.</p> <p>3.3 Demonstrate to the group how you will use a selected activity in real classroom situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<b>35 mins</b>
<b>Resources</b>	3.1 Discuss the main teaching and learning resources available in teaching the lesson, and how you will use them effectively to promote learning at both the Colleges of Education and Basic School levels.	<b>15 mins</b>

	3.2 Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning.	
<b>4. Evaluation and review of session</b>	<p>4.2 Summarize the main issues in the session and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.3 Read on the topics to be treated in the next PD session in advance to prepare you adequately for the session.</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	4.4 Identify a critical friend who took part in the PD session sit in and observe your lesson and report their observation during the next PD session.	

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL**

TOPIC:

Nature, Principles, and Types of Assessment

<i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i> <b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i>	<b>Time in session</b>
<b>1. Introduction / Lesson Overview</b>	1.1 What are the main issues raised in the previous PD session on the nature and types of formative, summative assessment, characteristics, merits, and demerits of continuous assessment?  1.2 Reflect and discuss on the lesson observed by a colleague on the application of the previous PD session in the classroom.  1.3 In pairs discuss the main purposes of the current PD Session- Lesson 10, on nature, principles, and types of assessment of the course manual and ask them to share with the group.  1.4 Discuss the main Learning Outcomes and the Learning Indicators outlined in the lessons for the PD session and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on. Ask questions for	<b>20 mins</b>

	clarification to address the issues that may arise.	
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Identify and discuss the key concepts to be developed in the lesson.</p> <p>2.2 What are the possible challenging areas of this lesson? How best can the challenges be addressed to promote learning?</p> <p>2.3 Identify and discuss GESI responsive and ICT resources for the teaching and learning of the concept.</p>	<b>40 mins</b>
<b>3. Teaching, Learning and Assessment Activities for the Lesson</b>	<p>3.1 Discuss the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of the new 4-year B.Ed. and Basic School Curricula. <i>(refer to the teaching and learning activities section of the course manual p. 43)</i></p> <p>3.2 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the Core and Transferable Skills (e. g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.Ed.) and the Basic School Curricula.</p> <p>3.3 Demonstrate with a selected activity and use it in real classroom teaching situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<b>30 mins</b>

<b>Resources</b>	<p>3.1 Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the new 4-year B.Ed. and Basic School Curricula.</p> <p>3.2 Discuss the units/chapters from the required textbook and the additional texts including ICT and indicate how you will use them in the lesson to promote learning.</p>	<b>15 mins</b>
<b>4. Evaluation and review of session:</b>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	4.1 Discuss among yourselves the best possible ways to make follow ups on your lesson presentations.	

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

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

TOPIC:

Nature, Principles and Types of Assessment

<i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i> <b>Guidance Notes on Tutor Activity during the PD Session.</b> <i>What PD Session participants (Tutors) will do during each state of the session)</i>	<b>Time in session</b>
<b>1. Introduction / Lesson Overview</b>	1.1 Contribute to the main issues raised in the previous lesson - Transfer of Learning, Classroom and Behaviour Management of Early Adolescents.  1.2 Share your experiences on the previous lessons, emphasizing on how the NTEAP and GESI were integrated.  1.3 In pairs, discuss the main purpose of the current PD session and that of the current lesson on nature, principles, and types of assessment in the course manual.  1.4 Discuss in your groups the main Learning Outcomes and the Learning Indicators raised in the course manual, pp 35, for lesson 7, and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.	<b>20 mins</b>

<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p>2.1 Identify and discuss in groups the key elements of the lesson on the nature, principles, and types of assessment as outlined in the course manual p. 36 and address issues that may arise.</p> <p>2.2 Discuss the main content to be covered on the nature, principles, and types of assessment in the course manual p. 36 and clarify issues that may arise from the discussion.</p> <p>2.3 Discuss any challenges you anticipate in presenting the concepts in the topic.</p>	<p><b>40 mins</b></p>
<p><b>3. Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in pairs how the activities and strategies can be used to enhance the core and transferable skills and GESI in lesson delivery in both the Colleges of Education and Basic School Curricula.</p> <p>3.2 Discuss the effectiveness of the activities and strategies in achieving the objectives of the lesson and how they will be used to enhance the core and transferable skills and GESI in the lesson.</p> <p>3.3 Use the concepts you have acquired from the lesson in context or in real life situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss the main teaching and learning resources including ICT and how you will use them to enhance the learning of the topic.</p>	<p><b>15 mins</b></p>

	<p>3.2 Discuss the required texts and how you will use them in the lesson to promote learning.</p> <p>3.3 Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<b>15 mins</b>
<b>Follow-up (Enactment)</b>	<p>4.1 Identify a critical friend who took part in the PD session, to sit in and observe your lesson and report their observation during the next PD session.</p>	

Age Phase: Junior High School

Name of Subject:

Psychological Bases for Differentiated Assessment for JHS

Year 2 Semester 2

**TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL**

TOPIC:

Nature, Principles and Types of Assessment

<b><i>Focus: The bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i></b>	<b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b> <b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></b>	<b><i>Time in session</i></b>
<b>1. Introduction / Lesson Overview</b>	<p>1.1 Contribute to the main issues raised in the previous lesson- Transfer of Learning, Classroom and Behaviour Management of Early Adolescents.</p> <p>1.2 Share your experiences on the previous lessons you presented, emphasizing on how the NTEAP and GESI were integrated.</p> <p>1.3 In pairs, discuss the main purpose of the current PD session and that of the current lesson on nature, principles, and types of assessment in the course manual.</p> <p>1.4 Discuss in your groups the main Learning Outcomes and the Learning Indicators raised in the course manual, p. 35, for lesson 7, and indicate the nature of student teachers' relevant previous knowledge, the lesson can be built on.</p>	<b>20 mins</b>
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p>2.1 Identify and discuss in groups the key elements of the lesson on the nature, principles, and types of assessment as</p>	<b>40 mins</b>

	<p>outlined in the course manual p. 36 and address issues that may arise.</p> <p>2.2 Discuss the main content to be covered on the nature, principles, and types of assessment in the course manual p. 36 and clarify issues that may arise from the discussion.</p> <p>2.3 Discuss any challenges you anticipate in presenting the concepts in the topic.</p>	
<p><b>3. Teaching, Learning and Assessment Activities for the Lesson</b></p>	<p>3.1 Discuss in pairs how the activities and strategies can be used to enhance the core and transferable skills and GESI in lesson delivery in both the Colleges of Education and Basic School Curricula.</p> <p>3.2 Discuss the effectiveness of the activities and strategies in achieving the objectives of the lesson and how they will be used to enhance the core and transferable skills and GESI in the lesson.</p> <p>3.3 Use the concepts you have acquired from the lesson in context or in real life situation.</p> <p>3.4 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP.</p>	<p><b>35 mins</b></p>
<p><b>Resources</b></p>	<p>3.1 Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic.</p> <p>3.2 Discuss the required texts and how you will use them in the lesson to promote learning.</p> <p>3.3 Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning.</p>	<p><b>15 mins</b></p>

<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p><b>15 mins</b></p>
<p><b>Follow-up (Enactment)</b></p>	<p>4.1 Identify a critical friend who took part in the PD session, to sit in and observe your lesson and report their observation during the next PD session.</p>	

## College of Education Tutor Professional Development (TPD) Survey – Coordinators Survey

### Introduction

This survey should be completed by the TPD Coordinators for each College of Education. This survey will be completed on the College of Education Management Information System (CEMIS). The survey should be completed each week after TPD sessions.

1. Name of College of Education	
2. Please enter the date of the session	

3. Did today's scheduled TPD session take place?		
Yes	1	Go to Q5
No and we did not reschedule.	2	Go to Q4
No but we rescheduled for later this week or for an additional slot next week	3	Go to Q4

4. If the TPD session did not take place, please explain why		
Conflict with other activities	1	End data submission.
No one showed up for the session.	2	
Other (please specify) .....	3	

5. How many male tutors attended?	<i>Answer must be a number.....</i> .....
6. How many female tutors attended?	<i>Answer must be a number.....</i> .....
7. Which session was it?	<i>Answer must be a text.....</i> .....

8. What was the level of tutor participation during today's session?	
75-100% of the tutors were engaged	1
50-75% of the tutors were engaged	2
25-50% of the tutors were engaged	3
0-25% of the tutors were engaged	4

9. Please rate yourself on how well you facilitated the session	
I was not prepared	1
I could have been better prepared.	2
I felt adequately prepared.	3
I was very prepared and knew the content well	4

10. Did anyone from your mentoring University visit your college to observe and participate in the PD session?		
Yes	1	Go to Q11
No	2	Skip to Q13

11. What kind of support was provided during the visit?	
The University team worked with me to prepare for the session.	1
The University team participated in the PD session.	2
The University team observed the session.	3
After the session, the University team gave feedback on how the session went	4

12. How valuable was the support to you?	
Not Valuable	1
Somewhat Valuable	2
Very Valuable	3

13. Do you think the tutors found the session valuable?	
Not Valuable	1
Somewhat Valuable	2
Very Valuable	3

14. How adequately do you think Gender Equality and Social Inclusion (GESI) issues were addressed throughout the session?	
Not Adequate	1
Somewhat Adequate	2
Very Adequate	3

15. How much impact do you think the session will have on the learning of students?	
Very Good	1

Good	2
Minimal	3

16. Based on the reflection on the session today, what percentage of tutors do you think are applying interactive teaching strategies learnt from the sessions in their classes?	
75-100% of tutors are applying interactive teaching strategies in their classes	1
50-75% of tutors are applying interactive teaching strategies in their classes	2
25-50% of tutors are applying interactive teaching strategies in their classes	3
0-25% of tutors are applying interactive teaching strategies in their classes	4

17. What percentage of tutors do you think are using ICT in their classes as teaching aids e.g., integration of videos, PowerPoint presentations and as a research tool?	
75-100% of tutors are using ICT as teaching aids in their classes	1
50-75% of tutors are using ICT as teaching aids in their classes	2
25-50% of tutors are using ICT as teaching aids in their classes	3
0-25% of tutors are using ICT as teaching aids in their classes	4

18. Did the Principal and/or Vice Principal attend, visit or monitor the PD session? (Choose one or more answer from the list)?	
The Principal	1
The Vice Principal	2
Neither the Principal nor Vice Principal attended	3

