

# Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Social Science Year 2 Semester 1

HANDBOOK FOR COORDINATORS





The Government of Ghana



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# ***Foreword***

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

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

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

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

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

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

Robin Todd  
Executive Director, T-TEL

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## Year Two Semester One

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

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

## GENDER, EQUALITY AND SOCIAL INCLUSION (GESI)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Other concepts/ terminologies:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

These can be addressed through:

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

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

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

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

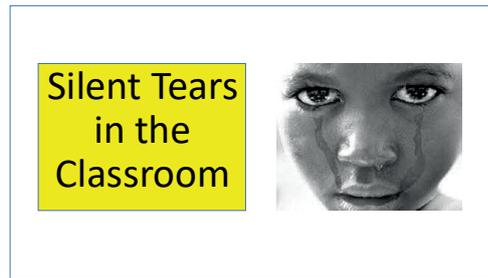
**Ways the barriers can be addressed**

These can be addressed through:

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

## Appendix 2 – GESI Observation Tool

### A. Silent Tears



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

### B. Integrating GESI in Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 5. Classroom Setup and Interaction

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

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

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

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

### **Feedback and Assessment**

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

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

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

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

GESI Responsive TLRs:

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

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

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

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

### **GESI Responsive Classroom Setup**

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

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

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

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

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

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

## Appendix 3 – GESI Observation Tool

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

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

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

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

**Name of Peer Tutor (Observer)**

.....

**Signature**

.....

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

# ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING

## Purpose

### This manual is prepared to

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

## Preamble

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## ICT TOOLS

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

### ICT TOOLS FOR PLANNING LESSONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## ICT TOOLS/APPS FOR TEACHING

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

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

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

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

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

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

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

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

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

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

Other mathematics applications are, inMaths, Geomaths

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

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

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

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

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

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

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

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

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

## DIGITAL ASSESSMENT TOOLS FOR TEACHERS

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

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

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

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

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

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

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

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

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

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

**World Geography** – Quiz Games for Geography

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

## ICT TOOLS/APPS FOR RESEARCH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Age Levels/s: EG,UP,JHS

Name of Subject/s: ICT Integration

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

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

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

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

# SOCIAL SCIENCE

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

### Social Studies

Introduction to Social Studies

Lesson 1: Perspective of Social Studies and their Implication for its Teaching and Learning

Population and Socio-Economic Development in Ghana

Lesson 1: Economic Activities in Ghana

### RME

Introduction to Religious and Moral Education

Lesson 1: Nature of RME 1

Introduction to Christianity

Lesson 1: History of Christianity

### History

Introduction to the Study of History

Lesson 1: Evolution of History as a Discipline 1

Political History of Ghana – Chieftaincy and British Colonial Rule

Lesson 1: Traditional Political Systems

### Geography

Biophysical Environmental Systems

Lesson 1: Introduction to the Study of Physical Geography

Fundamentals of Human Geography

Lesson 1: Approaches to the Study of Human Geography

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>

<p><b>1(a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s</li> </ul> <p>Introduction to the course manual/s</p>	<p>1.(a)1: Explain to participants the purpose of the JHS specialism.</p> <p><i>e.g., In order to achieve the overarching vision for the NTECF and to enable all student teachers to meet the NTS, the B.ED. is made up of three specialism programmes: <b>EG, UP and JHS.</b></i></p> <p><i>Our focus will be the JHS education programme which aims at equipping student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in early adolescence.</i></p> <p>1.(a)2: Ask participants sit according to their respective subject areas <i>E.g., History, Social Studies, Geography and RME.</i></p> <p>1(a)3: Ask participants to refer to their respective course manuals to give the overview of their various courses.</p>	<p>1.(a)1: Listen and comment on the purpose of the JHS specialism that we are going to teach this semester.</p> <p><i>e.g., In order to achieve the overarching vision for the NTECF and to enable all student teachers to meet the NTS, the B.ED. is made up of three specialism programmes: <b>EG, UP and JHS.</b></i></p> <p><i>Our focus will be the JHS education programme which aims at equipping student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in early adolescence.</i></p> <p>1.(a)2: Sit according to your respective subject areas <i>E.g., History, Social Studies, Geography and RME.</i></p> <p>1(a)3: Refer to your respective course manuals and give the overview of your various courses.</p>	<p><b>20 mins</b></p>
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	<p><b>Examples</b> <b>Geography:</b> <b>Goal</b> <i>The course is to equip student teachers with the knowledge and competence to understand key issues in physical geography and to use the knowledge acquired to teach the basic school curriculum.</i></p> <p><b>Context:</b> <i>The context is to look at how population growth impact on the environment and how knowledge of the land, water, air and organism are needed to understand how their interaction shape the earth system.</i></p> <p><b>History:</b> <b>Goal</b> <i>The course is to equip teachers with skills to conduct historical research, engage in how to criticize and examine historical issues, disseminate information to learners and promote the study of history as a discipline and a guide for life.</i></p> <p><b>Context</b> <i>The context is to erase the misconception that history is about the study of dates, names and narration of past event.</i></p>	<p><b>Examples</b> <b>Geography:</b> <b>Goal</b> <i>The course is to equip student teachers with the knowledge and competence to understand key issues in physical geography and to use the knowledge acquired to teach the basic school curriculum.</i></p> <p><b>Context:</b> <i>The context is to look at how population growth impact on the environment and how knowledge of the land, water, air and organism are needed to understand how their interaction shape the earth system.</i></p> <p><b>History:</b> <b>Goal</b> <i>The course is to equip teachers with skills to conduct historical research, engage in how to criticize and examine historical issues, disseminate information to learners and promote the study of history as a discipline and a guide for life.</i></p> <p><b>Context</b> <i>The context is to erase the misconception that history is about the study of dates, names and narration of past event.</i></p>	
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<ul style="list-style-type: none"> <li>• Overview of course learning outcomes</li> </ul>	<p><b>Social Studies:</b></p> <p><b>Goal</b>  <i>The course is intended to provide student teachers the chance to use 21<sup>st</sup> century skills to help learners make informed decisions on the issues that can help to change the population and economic circumstances in Ghana.</i></p> <p><b>Context</b>  <i>The course is set within the context of misconception about the role of social studies in national development and how it can be taught to achieve its goal of inculcating right attitudes and values in the individuals</i></p> <p><b>RME:</b></p> <p><b>Goal</b>  <i>The purpose of the course is to equip student teachers with required background knowledge that will shape their values and attitudes towards becoming professionals in the teaching of RME.</i></p> <p><b>Context</b>  <i>The context of the course is to erase the misconception that RME can be taught by religious practitioners. Against this background, the course is aimed at training student teachers with the requisite pedagogical skills to</i></p>	<p><b>Social Studies:</b></p> <p><b>Goal</b>  <i>The course is intended to provide student teachers the chance to use 21<sup>st</sup> century skills to help learners make informed decisions on the issues that can help to change the population and economic circumstances in Ghana.</i></p> <p><b>Context</b>  <i>The course is set within the context of misconception about the role of social studies in national development and how it can be taught to achieve its goal of inculcating right attitudes and values in the individuals</i></p> <p><b>RME:</b></p> <p><b>Goal</b>  <i>The purpose of the course is to equip student teachers with required background knowledge that will shape their values and attitudes towards becoming professionals in the teaching of RME.</i></p> <p><b>Context</b>  <i>The context of the course is to erase the misconception that RME can be taught by religious practitioners. Against this background, the course is aimed at training student teachers with the requisite pedagogical skills to influence positive behaviour</i></p>	
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<ul style="list-style-type: none"> <li>• Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.</li> </ul>	<p><i>influence positive behaviour and attitude.</i></p> <p>1.(a)4: Ask participants to read out the course learning outcomes from their respective course manuals.</p> <p><b>Examples:</b></p> <p><b>History:</b> <i>To appreciate the origin, meaning and nature of history as a discipline (NTS 2c p. 13, NTECF p. 45)</i></p> <p><b>Geography:</b> <i>To apply knowledge of the principles of equity and inclusivity to explain the biophysical interactions of the earth’s components (NTS 2c, NTECF pp.20-21)</i></p> <p><b>RME:</b> <i>To demonstrate knowledge and understanding of key concepts and terminologies in RME and link them to their professional practice (NTS, 1a, 2c, NTECF, p. 20: NTS; 1e)</i></p> <p><b>Social Studies:</b> <i>To demonstrate knowledge and understanding of the perspectives and content of social studies and how to use them to teach the upper primary social studies curriculum (Our World Our People) (NTS 2c).</i></p> <p>1.(a) 5: Ask tutors in their respective subject areas to refer to the assessment</p>	<p><i>and attitude.</i></p> <p>1.(a)4: Read out the course learning outcomes from your course manual.</p> <p><b>Examples</b></p> <p><b>History:</b> <i>To demonstrate an understanding of how to address misconceptions about history as a discipline.</i></p> <p><b>Geography:</b> <i>To apply knowledge of the principles of equity and inclusivity to explain the biophysical interactions of the earth’s components (NTS 2c, NTECF pp,20-21)</i></p> <p><b>RME:</b> <i>To demonstrate knowledge and understanding of key concepts and terminologies in RME and link them to their professional practice (NTS, 1a, 2c, NTECF, p. 20: NTS; 1e)</i></p> <p><b>Social Studies:</b> <i>To demonstrate knowledge and understanding of the perspectives and content of social studies and how to use them to teach the upper primary social studies curriculum (Our World Our People) (NTS 2c).</i></p> <p>1.(a)5: In your respective subject areas refer to the assessment component in the</p>	
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<p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>Review prior learning</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>component in their course manuals and read out course assessment 1 and 2. Discuss with tutors how the two assessment components are to be implemented in line with the NTEAP.</p> <p><b>Examples of Subject Project Geography:</b>  <i>Student-teachers in groups to use local materials to mould specific landforms to be assigned to them and write a description of the landforms.</i></p> <p><b>RME</b>  <i>Task student teachers to visit public schools in their area and collect data on RME books and do annotated bibliography on the strengths and weaknesses of the books they find.</i></p> <p><b>History:</b>  <i>Student-teachers should design a TLM for teaching history in JHS indicating the rationale for the design and also the evaluation of its impact on learning and what would have made the TLM or use of it more effective report on observation of school visits.</i></p> <p><b>Social Studies:</b>  <i>Student-teachers create their/own/school/fa</i></p>	<p>course manuals and read out course assessment components 1 and 2. Discuss how the two assessment components aligned with the NTEAP</p> <p><b>Examples of Subject Project Geography:</b>  <i>Student-teachers in groups to use local materials to mould specific landforms to be assigned to them and write a description of the landforms.</i></p> <p><b>RME</b>  <i>Task student teachers to visit public schools in their area and collect data on RME books and do annotated bibliography on the strengths and weaknesses of the books they find.</i></p> <p><b>History</b>  <i>Student-teachers should design a TLM for teaching history in JHS indicating the rationale for the design and also the evaluation of its impact on learning and what would have made the TLM or use of it more effective report on observation of school visits.</i></p> <p><b>Social Studies:</b>  <i>Student-teachers create their own/school/family/co</i></p>	
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	<p><i>mily/community history report</i></p> <p><i>Overall weighting of the project = 30%</i></p> <p><i>Weighting of individual parts of project out of 100</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction – 10</i></li> <li>• <i>Methodology – 20</i></li> <li>• <i>Substantive section – 40</i></li> <li>• <i>Conclusion – 30</i></li> </ul> <p><i>Overall weighting of project = 30%</i></p> <p><i>Weighting of individual parts of portfolio out of 100</i></p> <p><i>i. (a). Each of the three (3) items selected by the student teacher is 30 % (90%).</i></p> <p><i>i(b) Presentation and organisation of portfolio 10%.</i></p> <p><i>OR</i></p> <p><i>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</i></p> <p><i>ii(b)Mid semester assessment 30%</i></p> <p><i>ii(c)Presentation and organisation of portfolio 10%</i></p> <p><i>1(a)6: Ask participants to discuss the assessment strategies for the end of semester examination in their respective subject areas e.g. History,</i></p>	<p><i>mmunity history report</i></p> <p><i>Overall weighting of project = 30%</i></p> <p><i>Weighting of individual parts of project out of 100</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction – 10</i></li> <li>• <i>Methodology – 20</i></li> <li>• <i>Substantive section – 40</i></li> <li>• <i>Conclusion – 30</i></li> </ul> <p><i>Overall weighting of project = 30%</i></p> <p><i>Weighting of individual parts of portfolio out of 100</i></p> <p><i>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).</i></p> <p><i>i(b) Presentation and organisation of portfolio 10%.</i></p> <p><i>OR</i></p> <p><i>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</i></p> <p><i>ii(b)Mid semester assessment 30%</i></p> <p><i>ii(c)Presentation and organisation of portfolio 10%</i></p> <p><i>1(a)6: Discuss the assessment strategies for the end of semester examination in your subject areas e.g. History, Social Studies, Geography and RME.</i></p>	
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<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>Social Studies, Geography and RME.</i></p> <p>1(b)1: Ask participants to share their experiences on the previous semester’s PD session with regards to the benefits and challenges encountered during implementation in the classroom.</p> <p>e. g.</p> <ul style="list-style-type: none"> <li><i>Were the suggested teaching strategies applicable in the classroom situations?</i></li> <li><i>Was there any difficulty with regards to the integration of ICT tools, GESI, etc.</i></li> </ul> <p>1(b)2: Ask participants to read the introduction part of lesson one of each course of the various subjects including lesson description, student teachers’ previous knowledge, learning outcomes and learning indicators.</p> <p><b>For example</b> <b>Lesson description</b> <b>History:</b> <i>For example, lesson one of Political History of Ghana seeks to introduces student teachers to traditional political systems in Ghana.</i> <b>Geography:</b></p>	<p>1(b)1: State the benefits you derived and challenges you encountered during the implementation of the last semester PD session in the classroom.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li><i>Were the suggested teaching strategies applicable in the classroom situations?</i></li> <li><i>Was there any difficulty with regards to the integration of ICT tools, GESI, etc.</i></li> </ul> <p>1(b)2: In your respective groups, engage in silent reading of the introductory part of lesson one of each course, including lesson description, student teachers’ previous knowledge, learning outcomes and learning indicators.</p> <p><b>For example</b> <b>Lesson description</b> <b>History:</b> <i>For example, lesson one of Political History of Ghana seeks to introduces student teachers to traditional political systems in Ghana.</i> <b>Geography:</b></p>	
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	<p><b>Fundamentals of human geography</b>  <i>The lesson seeks to broaden student-teachers' understanding of the approaches to the study of human geography.</i></p> <p><b>Social Studies:</b>  <i>Lesson one of the <b>Introduction to Social Studies</b> introduces student teachers to various perspectives of the meaning of social studies.</i></p> <p><b>RME:</b>  <i>Lesson one of the <b>Introductions to Christianity</b> seeks to introduce student teachers to the roots of Christian religion in Ghana.</i></p> <p><b>Examples of LOs</b></p> <p><b>Biophysical Environment (Geography)</b>  <i>Demonstrate knowledge of the sub-fields in the study of physical geography.</i></p> <p><b>Political History of Ghana (History)</b>  <i>Demonstrate understanding of the various traditional political systems in Ghana</i></p> <p><b>Introduction to Christianity (RME)</b>  <i>Demonstrate knowledge and understanding of Christianity as a religion and how it relates to their professional practice as RME teachers.</i></p> <p><b>Population and Socio-Economic Development in Ghana (Social Studies)</b></p>	<p><b>Fundamentals of human geography</b>  <i>The lesson seeks to broaden student-teachers' understanding of the approaches to the study of human geography.</i></p> <p><b>Social Studies:</b>  <i>Lesson one of the <b>Introduction to Social Studies</b> introduces student teachers to various perspectives of the meaning of social studies.</i></p> <p><b>RME:</b>  <i>Lesson one of the <b>Introductions to Christianity</b> seeks to introduce student teachers to the roots of Christian religion in Ghana.</i></p> <p><b>Examples of LOs</b></p> <p><b>Biophysical Environment (Geography)</b>  <i>Demonstrate knowledge of the sub-fields in the study of physical geography.</i></p> <p><b>Political History of Ghana (History)</b>  <i>Demonstrate understanding of the various traditional political systems in Ghana</i></p> <p><b>Introduction to Christianity (RME)</b>  <i>Demonstrate knowledge and understanding of Christianity as a religion and how it relates to their professional practice as RME teachers.</i></p> <p><b>Population and Socio-Economic Development in Ghana (Social Studies)</b></p>	
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	<p><i>Demonstrate knowledge and understanding of the links and differences between economic growth and economic development.</i></p> <p>1(b)3: Lead tutors to identify the distinctive features of lesson one of each course from the course manuals.</p> <p><b>Examples:</b> <b>Geography</b> <i>The features of the first lesson of the Biophysical Environmental systems include:</i></p> <ul style="list-style-type: none"> <li><i>i. Definition of Physical Geography;</i></li> <li><i>ii. Sub-fields in the study of Geography;</i></li> <li><i>iii. Importance of the study of Geography.</i></li> </ul> <p><b>History</b> <i>Distinctive features of lesson one:</i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of traditional political systems;</i></li> <li><i>ii. Types of traditional political systems;</i></li> <li><i>iii. Characteristics of traditional political systems.</i></li> </ul> <p><b>RME</b> <i>Introduction to Christianity</i></p> <ul style="list-style-type: none"> <li><i>i. The spread of Christianity in Ghana;</i></li> <li><i>ii. Major Christian beliefs;</i></li> </ul>	<p><i>Demonstrate knowledge and understanding of the links and differences between economic growth and economic development.</i></p> <p>1(b)3: Identify and discuss the distinctive features of lesson one of each course from the course manuals.</p> <p><b>Examples:</b> <b>Geography</b> <i>The features of the first lesson of the Biophysical Environmental systems include:</i></p> <ul style="list-style-type: none"> <li><i>i. Definition of Physical Geography;</i></li> <li><i>ii. Sub-fields in the study of Geography;</i></li> <li><i>iii. Importance of the study of Geography.</i></li> </ul> <p><b>History</b> <i>Distinctive features of lesson one:</i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of traditional political systems;</i></li> <li><i>ii. Types of traditional political systems;</i></li> <li><i>iii. Characteristics of traditional political systems.</i></li> </ul> <p><b>RME</b> <i>Introduction to Christianity</i></p> <ul style="list-style-type: none"> <li><i>i. The spread of Christianity in Ghana;</i></li> <li><i>ii. Major Christian beliefs;</i></li> <li><i>iii. Christian values and</i></li> </ul>	
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	<p>iii. <i>Christian values and morality.</i></p> <p><b>Social Studies:</b> <i>Distinctive features of lesson one:</i></p> <p>i. <i>Occupations in Ghana;</i> ii. <i>Production; distribution and consumption;</i> iii. <i>Individual needs, wants and choices.</i></p>	<p><i>morality.</i></p> <p><b>Social Studies:</b> <i>Distinctive features of lesson one:</i></p> <p>i. <i>Occupations in Ghana;</i> ii. <i>Production; distribution and consumption;</i> iii. <i>Individual needs, wants and choices.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Guide tutors to brainstorm for the likely new learning that student teachers will derive from lesson one in each course.</p> <p><b>Unfamiliar Concepts</b> <b>Examples</b> <i>Approaches to the Study of Human Geography – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>Scope of human geography;</i></li> <li>• <i>Nature of human geography.</i></li> </ul> <p><i>Introduction to Social Studies – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>Integration and amalgamation;</i></li> <li>• <i>Citizenship education.</i></li> </ul> <p><i>Introduction to the Study of History – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>The evolution and meaning of history;</i></li> <li>• <i>The nature of history;</i></li> <li>• <i>Significance of history.</i></li> </ul>	<p>2.1 In your subject groups, brainstorm for the likely new learning that student teachers will derive from lesson one in each course.</p> <p><b>Unfamiliar Concepts</b> <b>Examples</b> <i>Approaches to the Study of Human Geography – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>Scope of human geography;</i></li> <li>• <i>Nature of human geography.</i></li> </ul> <p><i>Introduction to Social Studies – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>Integration and amalgamation;</i></li> <li>• <i>Citizenship education.</i></li> </ul> <p><i>Introduction to the Study of History – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>The evolution and meaning of history;</i></li> <li>• <i>The nature of history;</i></li> <li>• <i>Significance of history.</i></li> </ul>	<b>15 mins</b>

	<p><i>Introduction to RME – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>Religion;</i></li> <li>• <i>Morality;</i></li> <li>• <i>Education.</i></li> </ul> <p><b>Possible Barriers</b> 2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson one in each course.</p> <p><b>Examples:</b> <b>RME</b> <i>The different religious backgrounds of students may hamper their appreciation of the historical roots of Christianity in Ghana.</i></p> <p><b>Social Studies</b> <i>There is a misconception about the nature of social studies.</i></p> <p><b>Geography</b> <i>Student teachers without background in geography may find it difficult to appreciate the nature of human geography and the approach to its study.</i></p> <p><b>History</b> <i>Student teachers are likely to misunderstand the position of traditional rulers in a secular democratic state.</i></p>	<p><i>Introduction to RME – lesson one:</i></p> <ul style="list-style-type: none"> <li>• <i>Religion;</i></li> <li>• <i>Morality;</i></li> <li>• <i>Education.</i></li> </ul> <p><b>Possible Barriers</b> 2.2 In your subject areas, Identify the possible barriers to the teaching and learning of lesson one in each course.</p> <p><b>Examples:</b> <b>RME</b> <i>The different religious backgrounds of students may hamper their appreciation of the historical roots of Christianity in Ghana.</i></p> <p><b>Social Studies</b> <i>There is a misconception about the nature of social studies.</i></p> <p><b>Geography</b> <i>Student teachers without background in geography may find it difficult to appreciate the nature of human geography and the approach to its study.</i></p> <p><b>History</b> <i>Student teachers are likely to misunderstand the position of traditional rulers in a secular democratic state.</i></p>	
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<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for</li> </ul> </li> </ul>	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities and how they could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 Ask tutors to read over the teaching and learning activities and identify possible areas they may need clarification.</p> <p>3.3 Lead tutors to discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Lead tutors to examine the teaching and learning activities and explain how they can integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in their lessons.</p> <p><b>Examples:</b> <b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g.,</i></li> </ul>	<p>3.1 Refer to your respective course manuals in your subject groups and discuss the teaching and learning activities and how you could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 In your subject areas, read over the teaching and learning activities provided in each of the courses and identify possible areas you may need clarification.</p> <p>3.3 Discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Examine the teaching and learning activities and explain how you can integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in your lessons.</p> <p><b>Examples:</b> <b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g.,</i></li> </ul>	
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<p>example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>Chairperson instead of chairman</i></p> <ul style="list-style-type: none"> <li>● <i>Using mixed-ability grouping</i></li> <li>● <i>Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>● <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Digital literacy skills Can be developed through presentation</i></li> <li>● <i>Communication and Collaboration skills can be developed through group work</i></li> <li>● <i>Leadership and personal development will be developed through group work</i></li> <li>● <i>Critical thinking and problem-solving skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> <p>3.5 Ask tutors in their respective groups to identify and discuss the continuous assessment opportunities in lesson one of each course.</p>	<p><i>Chairperson instead of chairman</i></p> <ul style="list-style-type: none"> <li>● <i>Using mixed-ability grouping</i></li> <li>● <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT</b></p> <p><i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Digital literacy skills</i></li> <li>● <i>Communication and Collaboration skills</i></li> <li>● <i>Leadership and personal development</i></li> <li>● <i>Critical thinking and problem-solving skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> <p>3.5 In your subject area groups, identify and discuss the continuous assessment opportunities in lesson one of each course.</p>	
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	<p><b>Examples</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• <i>Take-home assignment</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <i>Observation of student teacher's participation in group discussion.</i></li> <li>• <i>PowerPoint presentation and discussion of the uniqueness of Social Studies.</i></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Student teachers list some of the early geographers and their contribution to study of Physical Geography in a written form.</i></li> <li>• <i>Student teachers identify some of the sub-fields in Physical Geography.</i></li> </ul> <p><b>RME</b></p> <ul style="list-style-type: none"> <li>• <i>Presentation of a survey conducted by student teachers of the list of Christian denominations in the college township.</i></li> </ul> <p>3.6 Guide participants to identify relevant teaching and learning resources that can be used to teach lesson one in respect of each course.</p>	<p><b>Examples</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• <i>Take-home assignment</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <i>Observation of student teacher's participation in group discussion.</i></li> <li>• <i>PowerPoint presentation and discussion of the uniqueness of Social Studies.</i></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <i>Student teachers list some of the early geographers and their contribution to study of Physical Geography in a written form.</i></li> <li>• <i>Student teachers identify some of the sub-fields in Physical Geography.</i></li> </ul> <p><b>RME</b></p> <ul style="list-style-type: none"> <li>• <i>Presentation of a survey conducted by student teachers of the list of Christian denominations in the college township.</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson one in respect of each course.</p>	
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	<b>Examples</b> <i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i>	<b>Examples</b> <i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos Moodle Class, Zoom, etc.</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to individually write down what they have learned in the PD session and share with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend to observe his or her lesson and give feedback to them.</p> <p>4.3 Ask tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson two for the next PD session.</p>	<p>4.1 Write down, individually, what you have learned in the PD session and share with your colleagues.</p> <p>4. 2 Identify a critical friend to observe your lesson and give feedback to you.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>4.4 Read lesson two for the next PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 2

**LESSON TWO TOPICS:**

SUBJECT:	COURSE	TOPIC
<b>1. GEOGRAPHY</b>	a. Biophysical Environment:	Weathering Process
	b. Fundamentals of Human Geography:	Environment and Culture
<b>2. HISOTRY</b>	a. Political History of Ghana:	Emergence of Traditional States and Kingdoms I
	b. Introduction to the Study of History:	Evolution of History as a Discipline II
<b>3. SOCIAL STUDIES</b>	a. Introduction to Social Studies:	Implications for Teaching and Learning Social Studies
	b. Population and Economic: Development in Ghana	Understanding, Distribution and Consumption Patterns in Ghana
<b>4. RME</b>	a. Introduction to Religious and Moral Education:	Nature of RME II
	b. Introduction to Christian Religion:	Christian Scriptures (Bible)

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and</li> </ul>	1.1 Ask tutors to take pieces of papers to write down any two ways that the pd session 1 impacted on their teaching of lesson one –reflection on PD session one	1.1 Take pieces of paper and write down any two ways that the PD session 1 impacted on your teaching of lesson one –reflection on PD session one	<b>20 mins</b>

<p>lessons learned</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Allow three minutes for any three volunteers to share what they have written with the group</p> <p>1.3 Allow five minutes for three critical friends to report their observations on the delivery of lesson 1 of the various course areas for brief discussion by the house</p> <p>1.4 Ask tutors to sit in their various subject areas for the rest of the discussion: Geography, History, Social studies and RME</p> <p>1.5 Ask tutors to refer to their respective course manuals and read the introduction portions including the lesson description to the learning outcomes and indicators</p> <p><b>Examples of course descriptions:</b> <i>Geography (Bio): The lesson provides the Tutor and Student-Teacher the opportunity to be abreast with the external processes that shape the surface landscape.</i></p> <p><i>Human geog: The lesson expands the student-teacher's knowledge on the relationship between environment and culture.</i></p>	<p>1.2 In three minutes, let us have any three volunteers to share what they have written with the group</p> <p>1.3 Three critical friends should report on their observations on the delivery of lesson 1 of the various course areas for brief discussion by the house</p> <p>1.4 Sit in your various subject areas for the rest of the discussion: Geography, History, Social studies and RME.</p> <p>1.5 Refer to your respective course manuals and read the introduction portions including the lesson description to the learning outcomes and indicators</p> <p><b>Examples of course descriptions:</b> <i>Geography (Bio): The lesson provides the Tutor and Student-Teacher the opportunity to be abreast with the external processes that shape the surface landscape.</i></p> <p><i>Human Geog: The lesson expands the student-teacher's knowledge on the relationship between environment and culture.</i></p>	
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	<p><b>History:</b> It is to account for the traditions of origin of the northern states and the factors leading to the rise of these states.</p> <p><b>Social Studies:</b> Th lesson focuses on the links between production, distribution and consumption of goods and services, and the processes of production and exposes student-teachers to how to teach the basic school curriculum</p> <p><b>RME:</b> In this lesson, the focus will be on appreciating the history of RME and how it has changed over time and space.</p> <p><b>Examples of LOs:</b>  <b>Geography(Bio):</b> Exhibit knowledge of types of weathering processes  <b>Human Geog:</b> Demonstrate understanding of environmental determinism  <b>History (a):</b> Demonstrate knowledge of the factors that led to the rise of the Mole-Dagbani and Gonja States</p> <p><b>Social Studies (a):</b> Examine the implications of the definition of Social Studies as:  (i) Citizenship transmission  (ii) Integration of the social sciences; and  (iii) Reflective Inquiry</p>	<p><b>History(a):</b> It is to account for the traditions of origin of the northern states and the factors leading to the rise of these states.</p> <p><b>Social Studies(a):</b> The lesson focuses on the links between production, distribution and consumption of goods and services, and the processes of production and exposes student-teachers to how to teach the basic school curriculum</p> <p><b>RME:</b> The focus this lesson will be on appreciating the history of RME and how it has changed over time and space.</p> <p><b>Examples of LOs:</b>  <b>Geography(Bio):</b> Exhibit knowledge of types of weathering processes  <b>Human Geog:</b> Demonstrate understanding of environmental determinism  <b>History (a):</b> Demonstrate knowledge of the factors that led to the rise of the Mole-Dagbani and Gonja States</p> <p><b>Social Studies (a):</b> Examine the implications of the definition of Social Studies as:  (i) Citizenship transmission  (ii) Integration of the social sciences; and</p>	
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	<p><i>for the teaching and learning of the subject.</i></p> <p><b>RME (a):</b> Produce a chart containing a timeline of events relating to the transformations in RME</p> <p>1.6 Ask tutors to refer to lesson 2 in their course manuals to identify the distinctive features of each of the lessons.</p> <p><b>Distinctive features:</b> <b>Examples</b> <b>Geography (a):</b> i. Meaning of weathering ii. Types of weathering iii. Weathering processes <b>Human Geog.</b> i. Meaning of environment ii. Environmental determinism, iii. Possibilism and probabilism <b>History (b):</b> I. Origin of the Mole-Dagbani states ii. The origin of the Gonja state iii. Factors that led to the rise of the states <b>RME (b):</b> I. The scripture ii. Organization of the old testament iii. Organization of the New testament iv. Creative composition <b>Social Studies:</b> i. Meaning of production, distribution and consumption</p>	<p><i>(iii) Reflective Inquiry for the teaching and learning of the subject.</i></p> <p><b>RME (a):</b> Produce a chart containing a timeline of events relating to the transformations in RME</p> <p>1.6 Refer to lesson 2 in your course manuals to identify the distinctive features of each of the lessons.</p> <p><b>Distinctive features:</b> <b>Examples:</b> <b>Geography (a):</b> i. Meaning of weathering ii. Types of weathering iii. Weathering processes <b>Human Geog.</b> i. Meaning of environment ii. Environmental determinism, iii. Possibilism and probabilism <b>History (b):</b> I. Origin of the mole-Dagbani states ii. The origin of the Gonja state iii. Factors that led to the rise of the states <b>RME (b):</b> I. The scripture ii. Organization of the old testament iii. Organization of the New testament iv. Creative composition <b>Social Studies:</b> i. Meaning of production, distribution and</p>	
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	<p><i>ii. Types of production processes</i> <i>iii Factors of production</i></p> <p>1.7 Ask tutors to discuss in their respective subject areas to bring out any aspect of lesson two that need clarification for further discussion by the larger group.</p>	<p><i>consumption</i> <i>ii. Types of production processes</i> <i>iii. Factors of production</i></p> <p>1.7 Discuss in your respective subject areas and bring out any aspect of lesson two that needs clarification for further discussion.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to brainstorm the concepts that are to be developed or learned in the lesson 2 of each of the various courses</p> <p><b>Examples of concepts:</b> <b>Geography (Bio):</b> <i>Weathering, processes, biological weathering, mechanical weathering</i> <b>Human Geog:</b> <i>Environment, determinism, possibilism, probabilism</i></p> <p><b>History (b):</b> <i>Nature of history, historical concepts, contemporary, society</i></p> <p><b>Social studies (a):</b> <i>Citizenship, perspectives, implications</i></p> <p><b>RME (b):</b> <i>Christian Religion, Christian Scriptures, nature of Bible, Old Testament, New Testament</i></p> <p>2.2 Ask tutors to shower thought in their</p>	<p>2.1 Brainstorm the concepts that are to be developed or learned in the lesson 2 of each of the various courses</p> <p><b>Examples of concepts:</b> <b>Geography (Bio):</b> <i>Weathering, processes, biological weathering, mechanical weathering</i> <b>Human Geog:</b> <i>Environment, determinism, possibilism, probabilism</i></p> <p><b>History (b):</b> <i>Nature of history, historical concepts, contemporary, society</i></p> <p><b>Social studies (a):</b> <i>Citizenship, perspectives, implications</i></p> <p><b>RME (b):</b> <i>Christian Religion, Christian Scriptures, nature of Bible, Old Testament, New Testament</i></p> <p>2.2 Shower thought in your respective subject areas</p>	<b>15 mins</b>

	<p>respective subject areas on the possible barriers to student-teachers in learning lesson 2 in the various courses</p> <p><b>Examples of possible barriers to learning:</b>  <b>Geography (Bio):</b>  <i>The barrier will be the inability of student teachers to openly observe physical and biological weathering processes</i></p> <p><b>Human Geog:</b>  <i>Lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p><b>History (a):</b>  <i>Identifying some of the major areas where these states settled could be a problem.</i></p> <p><b>Social studies (a):</b>  <i>Misconceptions about Social Studies and the orientation of Tutors/Lecturers and heads of the CoEs</i></p> <p><b>RME (b):</b>  <i>Christian students might find the Bible too sacred to be used for academic exercise. They might also find criticisms such as The Bible being “male-centric”, offensive.</i></p> <p>2.3 Ask tutor to brainstorm in their subject based groups to suggest effective ways these barriers could be</p>	<p>on the possible barriers to student-teachers in learning lesson 2 in the various courses</p> <p><b>Examples of possible barriers to learning:</b>  <b>Geography (Bio):</b>  <i>The barrier will be the inability of student teachers to openly observe physical and biological weathering processes</i></p> <p><b>Human Geog:</b>  <i>Lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p><b>History (a):</b>  <i>Identifying some of the major areas where these states settled could be a problem.</i></p> <p><b>Social studies (a):</b>  <i>Misconceptions about Social Studies and the orientation of Tutors/Lecturers and heads of the CoEs</i></p> <p><b>RME (b):</b>  <i>Christian students might find the Bible too sacred to be used for academic exercise. They might also find criticisms such as The Bible being “male-centric”, offensive.</i></p> <p>2.3 Brainstorm in your subject based groups to suggest effective ways these barriers could be managed to promote</p>	
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	managed to promote effective learning.	effective learning.	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for</li> </ul> </li> </ul>	<p>3.1 Ask tutors in their respective subject based groups to read and discuss the teaching and learning activities outlined in their course manual for lesson 2</p> <p><b>Examples of teaching learning activities/strategies</b></p> <p><b>Geography (a):</b> <i>Small group discussion, brainstorming, group presentation using power point, watching videos and discussing the content</i></p> <p><b>History (a):</b> <i>Role play, dramatization, brainstorming, group presentations</i></p> <p><b>Social studies (a):</b> <i>Simulation, differentiated task groupings, small group discussion</i></p> <p><b>RME (b):</b> <i>Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the term Scripture. Small group discussions, Group assignment and presentation etc</i></p> <p>3.2 Ask tutors to discuss in their subject based groups to identify areas and activities that need clarifications and share</p>	<p>3.1 In your respective subject based groups read and discuss the teaching and learning activities outlined in your course manual for lesson 2</p> <p><b>Examples of teaching learning activities/strategies</b></p> <p><b>Geography (a):</b> <i>Small group discussion, brainstorming, group presentation using power point, watching videos and discussing the content</i></p> <p><b>History (a):</b> <i>Role play, dramatization, brainstorming, group presentations</i></p> <p><b>Social studies (a):</b> <i>Simulation, differentiated task groupings, small group discussion</i></p> <p><b>RME (b):</b> <i>Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the term Scripture. Small group discussions, Group assignment and presentation etc</i></p> <p>3.2 Discuss in your subject based groups to identify areas and activities that need clarifications and share them for the</p>	<b>40 mins</b>

<p>example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>them for the larger group to discuss.</p> <p>3.3 Ask tutors to shower thought on how to assist the student teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the Basic School Curriculum of the various subject areas</p> <p>3.4 Lead tutors to brainstorm on how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the Basic School Curriculum in the various subject areas</p> <p><b>Example:</b> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21<sup>st</sup> century skills</i></p> <p><b>GESI</b></p> <p>i. <i>In using small group discussions, each group should have both males and females adequately represented, people with mixed abilities among others.</i></p> <p>ii. <i>Leadership roles should</i></p>	<p>larger group to discuss.</p> <p>3.3 Shower thought on how to assist the student teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the Basic School Curriculum of the various subject areas</p> <p>3.4 Brainstorm on how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the Basic School Curriculum in the various subject areas</p> <p><b>Example:</b> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21<sup>st</sup> century skills</i></p> <p><b>GESI</b></p> <p>i. <i>In using small group discussions, each group should have both males and females adequately represented, people with mixed abilities among others.</i></p> <p>ii. <i>Leadership roles should</i></p>	
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	<p><i>be assigned to both males and females as well as people with disabilities</i></p> <p>iii. <i>Tutors and student teachers should identify people with special needs and assist them appropriately in terms of materials, seating position in class, encouragement etc</i></p> <p><b>ICT:</b>  <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i>  <i>Doing group presentation using power point.</i></p> <p><b>21<sup>st</sup> century skills:</b></p> <p>i. <i>Digital literacy skills</i>  ii. <i>Leadership and collaborative skills</i>  iii. <i>Communication skills</i>  iv. <i>Critical thinking and problem solving skill</i>  v. <i>Creativity and innovation etc</i></p> <p>3.5 Ask teachers to refer to the respective course manuals to read and discuss the assessment opportunities in the lesson 2 of each course. These assessments items should be in line with the NTEAP.</p>	<p><i>be assigned to both males and females as well as people with disabilities</i></p> <p>iii. <i>Tutors and student teachers should identify people with special needs and assist them appropriately in</i></p> <p><b>ICT:</b>  <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i>  <i>Doing group presentation using power point.</i></p> <p><b>21<sup>st</sup> century skills:</b></p> <p>i. <i>Digital literacy skills</i>  ii. <i>Leadership and collaborative skills</i>  iii. <i>Communication skills</i>  iv. <i>Critical thinking and problem-solving skill</i>  v. <i>Creativity and innovation etc</i></p> <p>3.5 Refer to your respective course manuals to read and discuss the assessment opportunities in the lesson 2 of each course. These assessments items should be in line with the NTEAP.</p>	
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	<p><b>Example:</b>  <b>Biophysical environment:</b>  i. Define weathering and discuss the processes and agents responsible for rock weathering</p> <p><b>Human geography:</b>  ii. Student-teachers make a group presentation on determinism, possibilism and probabilism as well as the identification of some relevant environmental concepts to assess core skills such as enquiry, critical thinking and collaboration.NTS.1a.</p> <p><b>History (b):</b>  Student teachers present a one-page summary of the evolution of history as a discipline at the end of the lesson.</p> <p><b>Social Studies (b):</b>  The use of observation scales and award marks to groups based on the power point presentations</p> <p><b>RME(b)</b>  Creative Composition:  Student creative compositions will be scored and graded</p> <p>3.6 Ask tutors to shower thought to identity teaching learning resources that will assist in the effective delivery of the lesson 2 in each course area.</p>	<p><b>Example:</b>  <b>Biophysical environment:</b>  i. Define weathering and discuss the processes and agents responsible for rock weathering</p> <p><b>Human geography:</b>  ii. Student-teachers make a group presentation on determinism, possibilism and probabilism as well as the identification of some relevant environmental concepts to assess core skills such as enquiry, critical thinking and collaboration.NTS.1a.</p> <p><b>History (b):</b>  Student teachers present a one-page summary of the evolution of history as a discipline at the end of the lesson.</p> <p><b>Social Studies (b):</b>  The use of observation scales and award marks to groups based on the power point presentations</p> <p><b>RME(b)</b>  Creative Composition:  Student creative compositions will be scored and graded</p> <p>3.6 Shower thought to identity teaching learning resources that will assist in the effective delivery of the lesson 2 in each course area.</p>	
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	<p><i>Examples:</i>  <i>Biophysical environment-Geog</i>  <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers, projectors, students' smartphones etc</i>  <a href="https://www.youtube.com/watch?v=ytXKDQX36eU">https://www.youtube.com/watch?v=ytXKDQX36eU</a>  <a href="https://www.youtube.com/watch?v=5CusjLs4FME">https://www.youtube.com/watch?v=5CusjLs4FME</a>  <i>iib. youtube videos;</i>  <a href="http://yu.be/5Etcz834s9L">http://yu.be/5Etcz834s9L</a></p> <p><b>History and Social Studies</b>  <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i></p> <p><i>B. Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts),</i></p> <p><b>Note:</b> <i>All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos, photographs and charts</i></p>	<p><i>Examples:</i>  <i>Biophysical environment-Geog</i>  <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers, projectors, students' smartphones etc</i>  <a href="https://www.youtube.com/watch?v=ytXKDQX36eU">https://www.youtube.com/watch?v=ytXKDQX36eU</a>  <a href="https://www.youtube.com/watch?v=5CusjLs4FME">https://www.youtube.com/watch?v=5CusjLs4FME</a>  <i>iib. youtube videos;</i>  <a href="http://yu.be/5Etcz834s9L">http://yu.be/5Etcz834s9L</a></p> <p><b>History and Social Studies</b>  <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.</i></p> <p><i>B. Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts),</i></p> <p><b>Note:</b> <i>All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos,</i></p>	
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	<i>should contain both males and females in various positive activities, as well as people with disabilities</i>	<i>photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to recap the key ideas learned in today's PD session especially; teaching activities, resources needed for the lesson, GESI and ICT integration etc.</p> <p>4.2 Ask tutors to ask questions for further clarifications if there are still some issues unresolved.</p> <p>4.3 Ask each tutor to identify a critical friend to observe his or her lesson and to give feedback in the next PD session.</p> <p>4.4 Encourage tutors to continue to discuss any outstanding issue not resolved using WhatsApp, telegram and other platforms.</p> <p>4.5 Ask tutors to study lesson 3 and gather necessary resources for the next PD session.</p>	<p>4.1 Recap the key ideas learned in today's PD session especially; teaching activities, resources needed for the lesson, GESI and ICT integration etc.</p> <p>4.2 Ask questions for further clarifications if there are still some issues unresolved.</p> <p>4.3 Identify a critical friend each to observe your lessons and to give feedback in the next PD session.</p> <p>4.4 Discuss any outstanding issue not resolved using WhatsApp, telegram and other platforms.</p> <p>4.5 Study lesson 3 and gather necessary resources for the next PD session</p>	<b>15 mins</b>

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

SUBJECT	COURSE	LESSON
1. <b>GEOGRAPHY</b>	a) Biophysical Environmental Systems b) Fundamentals of Human Geography	i) Erosion Processes ii) Environmental modification
2. <b>HISTORY</b>	a) Introduction to the Study of History b) Political History of Ghana	i) Problem Areas in Historical Writing ii) Emergence of Traditional States and Kingdoms II
3. <b>RME</b>	a) Introduction to Religious and Moral Education (RME) b) Introduction to Christian Religion	i) Aims of Teaching RME ii) Basic Christian Beliefs I
4. <b>SOCIAL STD.</b>	a) Introduction to Social Std. b) Population and Economic Development in Ghana	i) Historical Development of Social Std. in Ghana ii) Individual's Needs, Wants & Choices

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b>	1.1 As you welcome tutors in their various subject groups, ask them to	1.1 In your various subject groups, reflect on the lesson two PD session –	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>reflect on the lesson two PD session – significance and challenges during implementation – and share their experiences.</p> <p>1.2 Ask a critical friend who had volunteered to observe a colleague in the previous lesson to share their findings for a short discussion and lessons learned.</p> <p>1.3 Ask tutors to review the prior learning of the student teachers</p> <p><i>e.g.</i>  <b>History: Introduction to the study of History</b>  <i>Student teachers have prior knowledge on the evolution of history as a discipline in lesson two.</i></p> <p><b>RME: Introduction to Religious and Moral Education</b>  <i>Student teachers have been introduced to the nature of RME in previous lessons.</i></p> <p><b>Geography: Biophysical Environmental Systems</b>  <i>Student teachers have observed torrential rainfall in their localities and have seen how materials are taken away from their original location to another.</i></p>	<p>significance and challenges during implementation – and share your experiences with members.</p> <p>1.2 A volunteer who observed a colleague’s lesson two or whose lesson was observed should share the findings for a short discussion.</p> <p>1.3 Review the prior learning of the student teachers</p> <p><i>e.g.</i>  <b>History: Introduction to the study of History</b>  <i>Student teachers have prior knowledge on the evolution of history as a discipline.</i></p> <p><b>RME: Introduction to Religious and Moral Education</b>  <i>Student teachers have been introduced to the nature of RME in previous lessons.</i></p> <p><b>Geography: Biophysical Environmental Systems</b>  <i>Student teachers have observed torrential rainfall in their localities and have seen how materials are taken away from their original location to another.</i></p>	
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	<p><b>Social Studies: Introduction to Social Std.</b>  <i>Student teachers are familiar with some basic concepts in Social Studies.</i></p> <p>1.4 Ask participants to read the introductory sections of the lesson three in each course up to and including learning outcomes and indicators.</p> <p><i>e.g.</i>  <b>Lesson Description Geography:</b>  <i>Lesson three of Fundamentals of Human Geography introduces student-teachers to the role of humans as an agent of environmental change and the effects of these environmental changes.</i></p> <p><b>History:</b>  <i>Lesson three of the Political History of Ghana discusses the traditions of origin of the southern states.</i></p> <p><b>Social Studies:</b>  <i>In Population and Economic Development in Ghana, lesson three focuses on the individual's needs, wants and choices as concepts.</i></p>	<p><b>Social Studies: Introduction to Social Std.</b>  <i>Student teachers are familiar with some basic concepts in Social Studies.</i></p> <p>1.4 In groups, engage in silent reading of the introductory part of lesson three of each course, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>e.g.</i>  <b>Lesson Description Geography:</b>  <i>Lesson three of Fundamentals of Human Geography introduces student-teachers to the role of humans as an agent of environmental change and the effects of these environmental changes.</i></p> <p><b>History:</b>  <i>Lesson three of the Political History of Ghana discusses the traditions of origin of the southern states.</i></p> <p><b>Social Studies:</b>  <i>In Population and Economic Development in Ghana, lesson three focuses on the individual's needs, wants and choices as concepts.</i></p>	
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	<p><b>RME</b>  <i>In the lesson three of <b>Introduction to Christian Religion</b>, student teachers will be exposed to beliefs in the Bible, Jesus Christ, Salvation and Prayer.</i></p> <p><b>Examples of LOs:</b>  <b>History:</b>  <i>To demonstrate understanding of the traditions of origins of the early Akan, Ewe and Ga-Adangbe states.</i></p> <p><b>RME:</b>  <i>To demonstrate knowledge and understanding of 5 Christian beliefs.</i></p> <p><b>Social Studies:</b>  <i>To demonstrate knowledge and understanding of needs and wants of adults, adolescents and children.</i></p> <p><b>Geography:</b>  <i>Student teachers will familiarize with the meaning of erosional processes</i></p> <p>1.5 Lead tutors to identify the distinctive features of lesson three of each course in the course manuals.</p> <p><b>Examples:</b>  <i>Distinctive features of lesson three of <b>Introduction to the Study of Social Studies: Social Studies;</b></i></p>	<p><b>RME</b>  <i>In the lesson three of <b>Introduction to Christian Religion</b>, student teachers will be exposed to beliefs in the Bible, Jesus Christ, Salvation and Prayer.</i></p> <p><b>Examples of LOs:</b>  <b>History:</b>  <i>To demonstrate understanding of the traditions of origins of the early Akan, Ewe and Ga-Adangbe states.</i></p> <p><b>RME:</b>  <i>To demonstrate knowledge and understanding of 5 Christian beliefs.</i></p> <p><b>Social Studies:</b>  <i>To demonstrate knowledge and understanding of needs and wants of adults, adolescents and children.</i></p> <p><b>Geography:</b>  <i>Student teachers will familiarize with the meaning of erosional processes</i></p> <p>1.5 Identify and discuss the distinctive features of lesson three of each course in the course manuals.</p> <p><b>Examples:</b>  <i>Distinctive features of lesson three of <b>Introduction to the Study of Social Studies: Social Studies;</b></i></p>	
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	<p>i. <i>Evolution of Social Studies in Global Perspective</i></p> <p>ii. <i>Evolution of Social Studies in Africa and Ghana</i></p> <p><b>Introduction to the studies of RME: RME;</b></p> <p>i. <i>Non-Educational Aims</i></p> <p>ii. <i>Educational Aims of RME</i></p> <p><b>Fundamentals of Human Geography: Geography;</b></p> <p>i. <i>Explanation of environmental modification</i></p> <p>ii. <i>The role of humankind in environmental change</i></p> <p><b>Introduction to the Study of History: History;</b></p> <p>i. <i>Causation and explanation in History</i></p> <p>ii. <i>Historical objectivity</i></p>	<p>i. <i>Evolution of Social Studies in Global Perspective</i></p> <p>ii. <i>Evolution of Social Studies in Africa and Ghana</i></p> <p><b>Introduction to the studies of RME: RME;</b></p> <p>i. <i>Non-Educational Aims</i></p> <p>ii. <i>Educational Aims of RME</i></p> <p><b>Fundamentals of Human Geography: Geography;</b></p> <p>i. <i>Explanation of environmental modification</i></p> <p>ii. <i>The role of humankind in environmental change</i></p> <p><b>Introduction to the Study of History: History;</b></p> <p>i. <i>Causation and explanation in History</i></p> <p>ii. <i>Historical objectivity</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need</li> </ul>	<p>2.1 Guide tutors to brainstorm on the likely new learning that student teachers will encounter from lesson three in each course.</p> <p><b>CONCEPTS</b> <b>Examples:</b> <i>Introduction to Christian Religion – RME</i></p> <p>i. <i>Salvation</i></p> <p>ii. <i>Prayer</i></p>	<p>2.1 In your subject groups, brainstorm on the likely new learning that student teachers will encounter from lesson three in each course.</p> <p><b>CONCEPTS</b> <b>Examples:</b> <i>Introduction to Christian Religion – RME</i></p> <p>i. <i>Salvation</i></p> <p>ii. <i>Prayer</i></p>	<b>15 mins</b>

<p>to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>Individual's Needs, Wants, and Choices – <b>Social Studies</b></i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of needs, wants and choices</i></li> <li><i>ii. Children and choice-making</i></li> </ul> <p><i>Erosion Processes – <b>Geography</b></i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of erosional processes</i></li> <li><i>ii. Types of erosion and associated landforms</i></li> </ul> <p><i>Emergence of traditional states and kingdoms II – <b>History</b></i></p> <ul style="list-style-type: none"> <li><i>i. Migrations</i></li> <li><i>ii. State building process</i></li> </ul> <p><b>Possible Barriers</b></p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson three in each course.</p> <p><b>Examples</b> <b>History:</b> <i>The conflicting written materials on the origin and rise of these states might affect student teachers.</i></p> <p><b>Geography:</b> <i>Students will be affected by the non-existence of a geography laboratory for practical or simulation exercise on erosional processes and their effects on the landscape.</i></p>	<p><i>Individual's Needs, Wants, and Choices – <b>Social Studies</b></i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of needs, wants and choices</i></li> <li><i>ii. Children and choice-making</i></li> </ul> <p><i>Erosion Processes – <b>Geography</b></i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of erosional processes</i></li> <li><i>ii. Types of erosion and associated landforms</i></li> </ul> <p><i>Emergence of traditional states and kingdoms II – <b>History</b></i></p> <ul style="list-style-type: none"> <li><i>i. Migrations</i></li> <li><i>ii. State building process</i></li> </ul> <p><b>Possible Barriers</b></p> <p>2.2 In your subject areas, Identify the possible barriers to the teaching and learning of lesson three in each course.</p> <p><b>Examples</b> <b>History:</b> <i>The conflicting written materials on the origin and rise of these states might affect student teachers.</i></p> <p><b>Geography:</b> <i>Students will be affected by the non-existence of a geography laboratory for practical or simulation exercise on erosional processes and their effects on the landscape.</i></p>	
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	<p><b>RME:</b>  <i>Student teachers with different religious backgrounds might hold misconceptions about some of the Christian beliefs.</i></p> <p><b>Social Studies:</b>  <i>Student teachers might have misconceptions about the specificity of needs and wants.</i></p>	<p><b>RME:</b>  <i>Student teachers with different religious backgrounds might hold misconceptions about some of the Christian beliefs.</i></p> <p><b>Social Studies:</b>  <i>Student teachers might have misconceptions about the specificity of needs and wants.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at</li> </ul>	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities in lesson three and how they could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p><i>E.g.</i>  <i>What teaching and learning activities will you employ in delivering:</i></p> <ul style="list-style-type: none"> <li>• <i>Problem areas in historical writing (History)? E.g., Face to face &amp; Discussions</i></li> <li>• <i>Erosion Processes (Geography)? E.g., Independent Study</i></li> <li>• <i>Historical Development of Social Studies in Ghana? (Social Studies) e.g., E-Learning – power point presentation.</i></li> <li>• <i>Basic Christian Beliefs</i></li> </ul>	<p>3.1 Refer to your course manuals in your subject groups and discuss the teaching and learning activities in lesson three and how you can use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p><i>E.g.</i>  <i>What teaching and learning activities will you employ in delivering:</i></p> <ul style="list-style-type: none"> <li>• <i>Problem areas in historical writing (History)? E.g., Face to face &amp; Discussions</i></li> <li>• <i>Erosion Processes (Geography)? E.g., Independent Study</i></li> <li>• <i>Historical Development of Social Studies in Ghana? (Social Studies) e.g., E-Learning – power point presentation.</i></li> </ul>	<b>40 mins</b>

<p>least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>I (RME)? E.g., E-Learning – watch a Christian music video about Jesus.</i></p> <p>3.2 Ask tutors to read over the teaching and learning activities and identify possible areas they may need clarification.</p> <p>3.3 Lead tutors to discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Common Core Curriculum.</p> <p>3.4 Lead tutors to examine the teaching and learning activities in lesson three and explain how they will integrate issues of GESI, ICT and the 21st Century Skills.</p> <p><b>Examples:</b> <b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Avoid gender stereotyping</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Basic Christian Beliefs I (RME)? E.g., E-Learning – watch a Christian music video about Jesus.</i></li> </ul> <p>3.2 In your subject areas, read over the teaching and learning activities provided in lesson three of each of the courses and identify possible areas you may need clarification.</p> <p>3.3 Discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Common Core Curriculum.</p> <p>3.4 Examine the teaching and learning activities in lesson three and explain how you will integrate issues of GESI, ICT and the 21st Century Skills.</p> <p><b>Examples:</b> <b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Avoid gender stereotyping</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>Using mixed-ability grouping</i></li> <li>• <i>Paying special attention to student teachers with <b>SEN</b>.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Communication and Collaboration skills</i></li> <li>• <i>Leadership and personal development</i></li> <li>• <i>Critical thinking and problem-solving skills</i></li> <li>• <i>Innovation and creativity</i></li> </ul> <p>3.5 Ask tutors in their respective groups to identify and discuss the continuous assessment opportunities in lesson three of each course.</p> <p><b>Examples Geography:</b></p> <ul style="list-style-type: none"> <li>• <i>Project work on the occurrence and effects of erosion.</i></li> <li>• <i>Field trips to highland areas to observe the effects of erosion.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Using mixed-ability grouping</i></li> <li>• <i>Paying special attention to student teachers with <b>SEN</b>.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Communication and Collaboration skills</i></li> <li>• <i>Leadership and personal development</i></li> <li>• <i>Critical thinking and problem-solving skills</i></li> <li>• <i>Innovation and creativity</i></li> </ul> <p>3.5 In your subject areas identify and discuss the continuous assessment opportunities in lesson three of each course.</p> <p><b>Examples Geography:</b></p> <ul style="list-style-type: none"> <li>• <i>Project work on the occurrence and effects of erosion.</i></li> <li>• <i>Field trips to highland areas to observe the effects of erosion.</i></li> </ul>	
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	<p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective Journal essay on the major aims of RME</i></li> <li>• <i>Debate on the issues of prayer and salvation.</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups student teachers debate on the issues of objectivity in history.</i></li> <li>• <i>Student teachers choose historical topic for group presentation and justify its feasibility.</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups, student teachers create concept map to identify and explain needs and wants of specific age-groups in the population.</i></li> <li>• <i>Group presentation demonstrating understanding of how children make choices and the support they require to make right choices.</i></li> </ul> <p>3.6 Guide participants to identify relevant teaching and learning resources that can be used to teach lesson three in respect of each course.</p>	<p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective Journal essay on the major aims of RME</i></li> <li>• <i>Debate on the issues of prayer and salvation.</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups student teachers debate on the issues of objectivity in history.</i></li> <li>• <i>Student teachers choose historical topic for group presentation and justify its feasibility.</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups, student teachers create concept map to identify and explain needs and wants of specific age-groups in the population.</i></li> <li>• <i>Group presentation demonstrating understanding of how children make choices and the support they require to make right choices.</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that you can use to teach lesson three in respect of each course.</p>	
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	<b>Examples:</b> <i>WhatsApp Groups, Telegram Groups, YouTube, Projectors, Smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i>	<b>Examples:</b> <i>WhatsApp Groups, Telegram Groups, YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to individually write down what they have learned during the PD session and share with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend to observe their lesson four and give feedback to them.</p> <p>4.3 Ask tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson four for the next PD session.</p>	<p>4.1 Individually, write down what you have learned during the PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson four and give feedback to you.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>4.4 Read lesson four for the next PD session.</p>	<b>15 mins</b>

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

### Social Studies Introduction to Social Studies

Lesson 4: Contributions of Social Studies to National Development

Population and Socio-Economic Development in Ghana

Lesson 4: Work Ethics and Competencies that Promote Productivity and Distribution in Ghana

### RME

Introduction to Religious and Moral Education

Lesson 4: The Concept of Religion I

Introduction to Christianity

Lesson 4: Basic Christian Beliefs II

### History

Introduction to the Study of History

Lesson 4: Problem Areas in Historical Writing (II)

Political History of Ghana – Chieftaincy and British Colonial Rule

Lesson 4: Colonial Rule I

### Geography

Biophysical Environmental Systems

Lesson 4: Mass Wasting

Fundamentals of Human Geography

Lesson 4: Urbanisation and Development

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoDs and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to</li> </ul>	1.1 Ask participants reflect on the previous PD Session (PD Session 3) and discuss the successes and challenges they	1.1 Reflect on the previous PD Session (PD Session 3) and discuss the successes and challenges you	<b>20 mins</b>

<p>share findings for a short discussion and lessons learned</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>encountered during implementation in the classroom.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>Were the suggested instructional strategies applicable in the classroom situations?</i></li> <li>• <i>Were there any difficulties with regards to the integration of ICT, GESI, etc.</i></li> <li>• <i>Ask a critical friend to share findings on the previous PD session</i></li> <li>• <i>Ask participants to read the introduction part of lesson 4 of each course including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</i></li> </ul> <p><b>For example</b> <b>Lesson description</b> <b>History:</b> <i>For example, lesson four (4) of Political History of Ghana seeks to introduce student teachers to the development of British colonialism and the administration of the Gold Coast.</i></p>	<p>encountered during implementation in the classroom.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>Were the suggested instructional strategies applicable in the classroom situations?</i></li> <li>• <i>Were there any difficulties with regards to the integration of ICT tools, GESI, etc.</i></li> <li>• <i>Share findings on the previous PD session</i></li> <li>• <i>In your respective groups, engage in silent reading of the introductory part of lesson 4 of each course, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</i></li> </ul> <p><b>For example</b> <b>Lesson description</b> <b>History:</b> <i>For example, lesson four (4) of Political History of Ghana seeks to introduce student teachers to the development of British colonialism and the administration of the Gold Coast.</i></p>	
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	<p><b>Geography:</b> <b>Fundamentals of human geography</b> <i>The lesson introduces student-teachers to the relationship between urbanisation and development.</i></p> <p><b>Social Studies:</b> <i>This lesson four (4) is intended to afford student-teachers the opportunity to examine the context in which Social Studies was introduced in Ghana and how the subject can contribute to the development of the country.</i></p> <p><b>RME:</b> <i>In lesson four, student teachers will be exposed to beliefs in Angels, Christian songs, Judgment and eschatology.</i></p> <p><b>Examples of LOs</b> <b>Biophysical Environment (Geography)</b> <i>Demonstrate deeper knowledge of the types of mass wasting</i></p> <p><b>Political History of Ghana (History)</b> <i>Exhibit understanding of the nature of British colonial rule in the Gold Coast</i></p>	<p><b>Geography:</b> <b>Fundamentals of human geography</b> <i>The lesson introduces student-teachers to the relationship between urbanisation and development.</i></p> <p><b>Social Studies:</b> <i>This lesson four (4) is intended to afford student-teachers the opportunity to examine the context in which Social Studies was introduced in Ghana and how the subject can contribute to the development of the country.</i></p> <p><b>RME:</b> <i>In lesson four, student teachers will be exposed to beliefs in Angels, Christian songs, Judgment and eschatology.</i></p> <p><b>Examples of LOs</b> <b>Biophysical Environment (Geography)</b> <i>Demonstrate deeper knowledge of the types of mass wasting.</i></p> <p><b>Political History of Ghana (History)</b> <i>Exhibit understanding of the nature of British colonial rule in the Gold Coast</i></p>	
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	<p><b>Introduction to Christianity (RME)</b>  <i>Demonstrate knowledge and understanding of 5 Christian beliefs</i></p> <p><b>Population and Socio-Economic Development in Ghana (Social Studies)</b>  <i>Demonstrate knowledge and understanding of work ethics, competencies and productivity</i></p> <p>1.2 Lead Tutors to identify the distinctive features of lesson four (4) of each course from the course manuals.</p> <p><b>Examples:</b>  <b>Geography:</b>  <i>The features of the fourth lesson of the Biophysical Environmental systems include:</i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of Mass Wasting</i></li> <li><i>ii. Types of Mass wasting Geography;</i></li> <li><i>iii. Causes of Mass wasting</i></li> <li><i>iv. Effects of Mass Wasting</i></li> </ul> <p><b>History:</b>  <i>Distinctive features of lesson four of Political history include:</i></p> <ul style="list-style-type: none"> <li><i>i. Origin of British Colonial Rule</i></li> <li><i>ii. Nature of Colonial rule</i></li> <li><i>iii. Change and continuity in British colonial administration.</i></li> </ul>	<p><b>Introduction to Christianity (RME)</b>  <i>Demonstrate knowledge and understanding of 5 Christian beliefs</i></p> <p><b>Population and Socio-Economic Development in Ghana (Social Studies)</b>  <i>Demonstrate knowledge and understanding of work ethics, competencies and productivity</i></p> <p>1.2 Identify and discuss the distinctive features of lesson four of each course from the course manuals.</p> <p><b>Examples:</b>  <b>Geography:</b>  <i>The features of the fourth lesson of the Biophysical Environmental systems include:</i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of Mass Wasting</i></li> <li><i>ii. Types of Mass wasting Geography;</i></li> <li><i>iii. Causes of Mass wasting</i></li> <li><i>iv. Effects of Mass Wasting</i></li> </ul> <p><b>History:</b>  <i>Distinctive features of lesson four of Political history include:</i></p> <ul style="list-style-type: none"> <li><i>i. Origin of British Colonial Rule</i></li> <li><i>ii. Nature of Colonial rule</i></li> <li><i>iii. Change and continuity in British colonial administration.</i></li> </ul>	
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	<p><b>RME:</b>  <i>Introduction to Christianity</i>  i. <i>Angels</i>  ii. <i>Christian Songs;</i>  iii. <i>Judgement &amp; Eschatology</i></p> <p><b>Social Studies:</b>  <i>Distinctive features of lesson four:</i>  i. <i>Meaning of work ethics, competencies and productivity</i>  ii. <i>Desirable work ethics, competencies for higher productivity</i>  iii. <i>Professional ethics and competencies for teaching.</i>  iv. <i>Teaching ethics competencies and productivity in JHS</i></p>	<p><b>RME:</b>  <i>Introduction to Christianity</i>  i. <i>Angels</i>  ii. <i>Christian Songs;</i>  iii. <i>Judgement &amp; Eschatology</i></p> <p><b>Social Studies:</b>  <i>Distinctive features of lesson four:</i>  i. <i>Meaning of work ethics, competencies and productivity</i>  ii. <i>Desirable work ethics, competencies for higher productivity</i>  iii. <i>Professional ethics and competencies for teaching.</i>  iv. <i>Teaching ethics competencies and productivity in JHS</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Guide tutors to brainstorm for the likely new learning that student teachers will derive from lesson four (4) in each course.</p> <p><b>Unfamiliar Concepts</b>  <b>Examples</b>  <i>Approaches to the Study of Human Geography – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Urbanisation</i></li> <li>• <i>Development</i></li> </ul> <p><i>Introduction to Social Studies – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Community Development</i></li> <li>• <i>National Development</i></li> </ul>	<p>2.1 In your subject groups, brainstorm for the likely new learning that student teachers will derive from lesson 4 in each course.</p> <p><b>Unfamiliar Concepts</b>  <b>Examples</b>  <i>Approaches to the Study of Human Geography – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Urbanisation</i></li> <li>• <i>Development</i></li> </ul> <p><i>Introduction to Social Studies – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Community Development</i></li> <li>• <i>National Development</i></li> </ul>	<b>15 mins</b>

	<p><i>Introduction to the Study of History – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Historical Objectivity;</i></li> <li>• <i>Historical Subjectivity</i></li> </ul> <p><i>Introduction to RME – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Religion;</i></li> <li>• <i>Phenomenology</i></li> <li>• <i>Anthropology</i></li> </ul> <p><b>Possible Barriers</b></p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson four in each course.</p> <p><b>Examples:</b> <b>RME:</b> <i>Some Christian student teachers might find it uncomfortable to openly discuss their beliefs.</i></p> <p><b>Social Studies:</b> <i>There is a misconception about the nature of Social Studies.</i></p> <p><b>Geography:</b> <i>The use of still pictures and referral to You tube videos for reinforcement will make some Students face some challenges due to lack of access and little knowledge of ICT.</i></p> <p><b>History:</b> <i>Student teachers may have</i></p>	<p><i>Introduction to the Study of History – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Historical Objectivity;</i></li> <li>• <i>Historical Subjectivity</i></li> </ul> <p><i>Introduction to RME – lesson four:</i></p> <ul style="list-style-type: none"> <li>• <i>Religion;</i></li> <li>• <i>Phenomenology</i></li> <li>• <i>Anthropology</i></li> </ul> <p><b>Possible Barriers</b></p> <p>2.2 In your subject areas, identify the possible barriers to the teaching and learning of lesson four in each course.</p> <p><b>Examples:</b> <b>RME:</b> <i>Some Christian student teachers might find it uncomfortable to openly discuss their beliefs.</i></p> <p><b>Social Studies:</b> <i>There is a misconception about the nature of Social Studies.</i></p> <p><b>Geography:</b> <i>The use of still pictures and referral to You tube videos for reinforcement will make some Students face some challenges due to lack of access and little knowledge of ICT.</i></p> <p><b>History:</b> <i>Student teachers may have</i></p>	
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	<i>entrenched positions and misconceptions with regards to the establishment of colonialism and what constitutes colonialism in the Gold Coast.</i>	<i>entrenched positions and misconceptions with regards to the establishment of colonialism and what constitutes colonialism in the Gold Coast.</i>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student</li> </ul>	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities and how they could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 Ask tutors to read over the teaching and learning activities and identify possible areas they may need clarification.</p> <p>3.3 Lead tutors to discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Lead tutors to examine the teaching and learning activities and explain how they integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in their lessons.</p>	<p>3.1 Refer to your course manuals in your subject groups and discuss the teaching and learning activities and how you could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 In your subject areas, read over the teaching and learning activities provided in each of the courses and identify possible areas you may need clarification.</p> <p>3.3 Discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Examine the teaching and learning activities and explain how you can integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in your lessons.</p>	<b>40 mins</b>

<p>teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>Examples:</b></p> <p><b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Using mixed-ability grouping style to form groups in the class</i></li> <li>• <i>Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT</b></p> <p><i>Ask tutors to assist student teachers to do presentations using PowerPoint, Google search using their smart phones, etc.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Communication and Collaboration skills</i></li> <li>• <i>Leadership and personal development</i></li> <li>• <i>Critical thinking and problem-solving skills</i></li> <li>• <i>Innovation and creativity</i></li> </ul> <p>3.5 Ask tutors in their respective groups to identify and discuss the continuous assessment opportunities in lesson four of each course.</p>	<p><b>Examples:</b></p> <p><b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Form mixed-ability groups in the classroom</i></li> <li>• <i>Pay special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT</b></p> <p><i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Communication and Collaboration skills</i></li> <li>• <i>Leadership and personal development</i></li> <li>• <i>Critical thinking and problem-solving skills</i></li> <li>• <i>Innovation and creativity</i></li> </ul> <p>3.5 In your subject area, identify and discuss the continuous assessment opportunities in lesson four of each course.</p>	
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	<p><b>Examples</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Prepare a mind map that depicts changes and continuities in the colonial administration.</li> <li>• Take-home assignment</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Observation of student teacher's participation in group discussion.</li> <li>• Group presentation demonstrating understanding of desirable competencies and work ethics that promote higher productivity</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Student-teachers make group presentation on the main characteristic features and linkages of urbanisation and high population density to reflect PCK. NTS.2c</li> <li>• Whole class discussion on the group presentations to assess creative thinking, collaboration, and leadership skills. NTS.1a, 1c</li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• Written Assignment on the approaches to the study of religions</li> </ul> <p>3.6 Guide tutors to identify relevant teaching and</p>	<p><b>Examples</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Prepare a mind map that depicts changes and continuities in the colonial administration.</li> <li>• Take-home assignment</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Observe student teacher's participation in group discussion.</li> <li>• Group presentation demonstrating understanding of desirable competencies and work ethics that promote higher productivity</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Make group presentation on the main characteristic features and linkages of urbanisation and high population density to reflect PCK. NTS.2c</li> <li>• Whole class discussion on the group presentations to assess creative thinking, collaboration, and leadership skills. NTS.1a, 1c</li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• Written Assignment on the approaches to the study of religions</li> </ul> <p>3.6 Identify relevant teaching and learning</p>	
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	<p>learning resources that can be used to teach lesson four in respect of each course.</p> <p><b>Examples</b>  <i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos Moodle Class, Zoom, etc.</i></p>	<p>resources that can be used to teach lesson four in respect of each course.</p> <p><b>Examples</b>  <i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos Moodle Class, Zoom, etc.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to individually write down what they have learned in the PD session and share with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend to observe his or her lesson and give feedback to them.</p> <p>4.3 Find out from tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson two for the next PD session.</p>	<p>4.1 Write down, individually, what you have learned in the PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and give you feedback.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>4.4 Read lesson five (5) for the next PD session.</p>	<b>15 mins</b>

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

**SUBJECT:** Social Studies  
**Course:** Introduction to Social Studies  
**Lesson Topic:** Social Studies and Democratic Governance  
**Course:** Population and Socio-Economic Development in Ghana  
**Lesson Topic:** Population Dynamics and their Implications for the Development of the Individual, Community and Nation

**SUBJECT:** Religious and Moral Education (RME)  
**Course:** Introduction to Religious and Moral Education  
**Lesson Topic:** The Concept of Religion II  
**Course:** Introduction to Christianity  
**Lesson Topic:** Christian Practices I

**SUBJECT:** History  
**Course:** Introduction to the Study of History  
**Lesson Topic:** Sources of the Historian’s Knowledge of the Past (I)  
**Course:** Political History of Ghana after Independence  
**Lesson Topic:** Military Regimes

**SUBJECT:** Geography  
**Course:** Biophysical Environmental Systems  
**Lesson Topic:** Folding and Faulting  
**Course:** Fundamentals of Human Geography  
**Lesson Topic:** Industrial Growth and Development

<p><b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b></p>	<p><b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>

<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.1 Ask participants to reflect on lesson 4 of the previous PD session and point out the activities, 21<sup>st</sup> century skills and resources discussed and explain how they used them in their lessons.</p> <p>1.2 Using think-pair-share ask participants to state the successes and challenges in using the activities and the ICT tool(s) in their previous lesson(s).</p> <p>1.3 Using discussion technique, invite a critical friend to share findings and lessons learned from teaching lesson 4 with participants.</p> <p>1.4 Ask participants in their respective groups to refer to the course manuals of their courses and read out the Learning Outcomes (LOs) and Learning Indicators (LIs) of lesson 1(five).</p> <p><b>Examples</b>  <b>Social Studies:</b>  <i>Introduction to Social Studies:</i>  <i>To analyse the relationship Social Studies and Democratic Citizenship.</i></p> <p><b>Geography:</b>  <b>Biophysical environmental systems:</b>  <i>Familiarize with the meaning of folding and faulting.</i></p>	<p>1.1 Reflect on lesson 4 of the previous PD session and point out the activities, 21<sup>st</sup> C skills and resources discussed and explain how you used them in your lessons.</p> <p>1.2 State the successes and challenges of using the activities and the ICT tool(s) in your previous lesson(s).</p> <p>1.3 Share with your colleagues your findings and lessons learned from teaching lesson 4.</p> <p>1.4 Refer to the course manual of your course and read out the Learning Outcomes (LOs) and Learning Indicators (LIs) of lesson five (5).</p> <p><b>Examples</b>  <b>Social Studies:</b>  <i>Introduction to Social Studies:</i>  <i>To analyse the relationship Social Studies and Democratic Citizenship.</i></p> <p><b>Geography:</b>  <b>Biophysical environmental systems:</b>  <i>Familiarize with the meaning of folding and faulting.</i></p>	<p><b>20 mins</b></p>
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	<p><b>RME:</b> <b>Introduction to Religious and Moral Education:</b> <i>Demonstrate skills in observation and documentation of records.</i></p> <p><b>History:</b> <b>Introduction to History:</b> <i>Demonstrate understanding of the methods historians use to write about the past.</i></p> <p>1.5 Using think-pair-share ask participants to identify the distinctive features of the various course in their course manuals.</p> <p><b>Examples</b> <b>Social Studies:</b> <i>The key features of Population dynamics and their implications for the development of the individual, community and nation:</i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of population. demographics, size of population, population density</i></li> <li><i>i. Structure/components of Ghana’s population, population growth, over-population, under-population, medium-size population.</i></li> </ul> <p><b>History:</b> <i>Distinctive features of Military regimes:</i></p> <ul style="list-style-type: none"> <li><i>i. Origins, nature, changes in, political office and,</i></li> </ul>	<p><b>RME:</b> <b>Introduction to Religious and Moral Education:</b> <i>Demonstrate skills in observation and documentation of records</i></p> <p><b>History:</b> <b>Introduction to History:</b> <i>Demonstrate understanding of the methods historians use to write about the past.</i></p> <p>1.5 Identify the distinctive features in the course manual of your course.</p> <p><b>Examples</b> <b>Social Studies:</b> <i>The key features of Population dynamics and their implications for the development of the individual, community and nation:</i></p> <ul style="list-style-type: none"> <li><i>i. Meaning of population. demographics, size of population, population density</i></li> <li><i>i. Structure/components of Ghana’s population, population growth, over-population, under-population, medium-size population.</i></li> </ul> <p><b>History:</b> <i>Distinctive features of Military regimes:</i></p> <ul style="list-style-type: none"> <li><i>i. Origins, nature, changes in, political office and,</i></li> </ul>	
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	<p><i>administration of military, governments.</i></p> <p><i>i. Features of military government.</i></p> <p><b>RME</b> <i>The concept of Religion II</i></p> <p><i>i. Functions and dysfunctions of religion</i></p> <p><i>ii. The religiously educated person</i></p> <p><b>Geography</b> <i>Distinctive features of Industrial growth and development:</i></p> <p><i>i. Meaning of industrial growth and development</i></p> <p><i>ii. Nature and characteristics of industrialisation</i></p>	<p><i>administration of military, governments.</i></p> <p><i>i. Features of military government.</i></p> <p><b>RME</b> <i>The concept of Religion II</i></p> <p><i>i. Functions and dysfunctions of religion</i></p> <p><i>ii. The religiously educated person</i></p> <p><b>Geography</b> <i>Distinctive features of Industrial growth and development:</i></p> <p><i>i. Meaning of industrial growth and development</i></p> <p><i>ii. Nature and characteristics of industrialisation</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Using discussion method, ask participants to identify the key concepts in lesson 5 of their courses.</p> <p><b>Example</b> <b>Social Studies:</b> <i>Democratic Citizenship, population, demographics, population size</i></p> <p><b>RME:</b> <i>worship, Baptism and Eucharist.</i></p> <p><b>Geography:</b> <i>Urbanisation, industrial growth, development, Folding, faulting</i></p> <p><b>History:</b> <i>military regimes, military government, primary sources, secondary sources</i></p>	<p>2.1 Identify the key concepts in lesson 5 of your course.</p> <p><b>Example</b> <b>Social Studies:</b> <i>Democratic Citizenship, population, demographics, population size</i></p> <p><b>RME:</b> <i>worship, Baptism and Eucharist.</i></p> <p><b>Geography:</b> <i>Urbanisation, industrial growth, development. Folding, faulting</i></p> <p><b>History:</b> <i>military regimes, military government, primary sources, secondary sources</i></p>	<b>15 mins</b>

	<p>2.2 Using talk for learning ask tutors to state some potential barriers to the teaching and learning of lesson 5 of their various courses.</p> <p><b>Examples:</b> <b>RME:</b> <i>Student teachers might have biased views about forms of practices that differ from practices of their own faith.</i></p> <p><b>History:</b> <i>Learners' ability to distinguish between examples of primary and secondary sources in history.</i></p> <p><b>Geography:</b> <i>Students often have difficulties comprehending concepts in physical geography.</i></p> <p><b>Social Studies:</b> <i>Traditional perception of having more children as a social security.</i></p>	<p>2.2 State some potential barriers to the teaching and learning of lesson 5 of your course.</p> <p><b>Examples:</b> <b>RME:</b> <i>Student teachers might have biased views about forms of practices that differ from practices of their own faith.</i></p> <p><b>History:</b> <i>Learners' ability to distinguish between examples of primary and secondary sources in history.</i></p> <p><b>Geography:</b> <i>Students often have difficulties comprehending concepts in physical geography.</i></p> <p><b>Social Studies:</b> <i>Traditional perception of having more children as a social security.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> </ul>	<p>3.1 Using discussion method, ask tutors in their subject groups to list the teaching and learning activities to be used in lesson 5 of their various courses.</p> <p><b>For example</b> <b>Geography:</b> <i>Discussion, Concept mapping e.g., concept-mapping to establish the nature and characteristics of</i></p>	<p>3.1 List and explain how you will use teaching and learning activities to teach lesson 5 of your course.</p> <p><b>For example</b> <b>Geography:</b> <i>Discussion, Concept mapping e.g., concept-mapping to establish the nature</i></p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability <ul style="list-style-type: none"> <li>○ guidance on any power point presentations,</li> </ul> </li> </ul>	<p><i>industrialisation such as: localisation of industries, reliance on heavy machinery in the production process, capital intensive, specialisation etc.</i></p> <p><b>History:</b> snowball technique (group work), discussions: etc. Discussion: Engages student teachers in discussion on political developments and opposition actions under the third and fourth Republics.</p> <p><b>Social Studies:</b> Shower thought small group activity-research, discussion etc. Tutor asks student teachers to form small groups (five or six members each) and task them to search for information online (with the use of mobile applications – mobility and books) and use it to discuss the structure/ components of Ghana’s population</p> <p><b>RME:</b> Discussion, debate, practicum, E-learning e.g., E-learning: Tutor shows (direct student teachers to search and watch) clips of different types of Christian Baptism.</p>	<p><i>and characteristics of industrialisation such as: localisation of industries, reliance on heavy machinery in the production process, capital intensive, specialisation etc.</i></p> <p><b>History:</b> <i>snowball technique (group work), discussions: etc. Discussion: Engages student teachers in discussion on political developments and opposition actions under the third and fourth Republics.</i></p> <p><b>Social Studies:</b> <i>Shower thought small group activity-research, discussion etc. Tutor asks student teachers to form small groups (five or six members each) and task them to search for information online (with the use of mobile applications – mobility and books) and use it to discuss the structure/ components of Ghana’s population.</i></p> <p><b>RME:</b> <i>Discussion, debate, practicum, E-learning e.g., E-learning: Tutor shows (direct student teachers to search and watch) clips of different types of Christian Baptism.</i></p>	
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<p>TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.2 Using think-pair-share ask participants to identify the teaching and learning activities that may require further clarification.</p> <p><i>For example, shower thought in social studies, concept mapping in geography, snowball technique in history.</i></p> <p>3.3 Ask participants to discuss how they can guide student teachers to use these activities to teach the Common Core Curriculum and also how they can observe and use them during their STS.</p> <p>3.4 Ask participants to discuss how they can integrate GESI responsiveness, ICT and 21<sup>st</sup> C skills in the teaching and learning of their various lessons.</p> <p><b>For example</b> <b>GESI</b></p> <p><i>i. Make time for adequate feedback from girls, boys and students with special needs</i></p> <p><i>ii. ensuring that Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the</i></p>	<p>3.2 Identify teaching and learning activities that may require further clarification.</p> <p><i>For example, shower thought in social studies, concept mapping in geography, snowball technique in history.</i></p> <p>3.3 Discuss how you can guide student teachers to use the activities to teach the Common Core Curriculum and how they can observe and use them during their STS.</p> <p>3.4 Discuss how you can integrate GESI responsiveness, ICT and 21<sup>st</sup> C skills in the teaching and learning of your lesson.</p> <p><b>For example</b> <b>GESI</b></p> <p><i>i. Make time for adequate feedback from girls, boys and students with special needs</i></p> <p><i>ii. ensuring that Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine</i></p>	
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	<p><i>various perspectives of teaching and assessment.</i></p> <p><i>iii. Using GESI Responsive Teaching &amp; Learning Materials (TLMs)</i></p> <p><b>21<sup>st</sup> Century Skills</b>  <i>Collaborative/social skills, communicative skills, personal life skills, team work etc.</i></p> <p><i>These skills will be enhanced by</i></p> <p><i>i. Students working in groups to form debating team</i></p> <p><i>i. Student-teachers making persuasive arguments in a debate</i></p> <p><i>c. Student-teachers making self-assessment</i></p> <p><b>ICT</b>  <i>ICT tools that can be used in teaching and learning: Projector, desktop and laptops computers for PowerPoint presentation, Digital cameras, Printer, tablets, Pen Drive, iPad, Scanners, Microphones, DVDs and CDs Flash discs, video Games, Mobil phones etc.</i></p> <p>3.5 Ask participants to identify and discuss continuous assessment opportunities in their lessons.</p>	<p><i>the various perspectives of teaching and assessment.</i></p> <p><i>iii. Using GESI Responsive Teaching &amp; Learning Materials (TLMs)</i></p> <p><b>21<sup>st</sup> Century Skills</b>  <i>Collaborative/social skills, communicative skills, personal life skills, team work etc.</i></p> <p><i>These skills will be enhanced by</i></p> <p><i>i. Students working in groups to form debating team</i></p> <p><i>i. Student-teachers making persuasive arguments in a debate</i></p> <p><i>c. student-teachers making self-assessment</i></p> <p><b>ICT</b>  <i>ICT tools that can be used in teaching and learning: Projector, desktop and laptops computers for PowerPoint presentation, Digital cameras, Printer, tablets, Pen Drive, iPad, Scanners, Microphones, DVDs and CDs Flash discs, video Games, Mobil phones etc.</i></p> <p>3.5 Identify and discuss the continuous assessment opportunities in your lessons.</p>	
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	<p><b>NB</b>  <i>The continues assessment opportunities must be based on subject portfolio and subject project</i></p> <p><b>Subject Portfolion.</b>  1. Student reflective note  2. Group presentation  3. Students field notes from STS for scoring and grading  4. Quiz at the end of the lesson  5. Assignments</p> <p><b>Subject Project:</b>  1. Reflective Essay  2. Creative Composition</p> <p>2.6 Lead tutors to list the teaching and learning resources and discuss how they will used them to teach their lessons.</p> <p><b>For example</b>  <b>History:</b>  pictures,  videos/documentary,  archival documents,  computers/ laptops, LCD,  projector/screen, video/  audio player and  camera, Videotapes,  audio player, camera etc.  e.g., The video/ audio player  can be used to show  documentaries</p> <p><b>RME:</b>  computers/ laptops, The  Bible, Resource Person,</p>	<p><b>NB</b>  <i>The assessment opportunities must be based on subject portfolio and subject project</i></p> <p><b>Subject Portfolio.</b>  1. Student reflective note  2. Group presentation  3. Students field notes from STS for scoring and grading  4. Quiz at the end of the lesson  5. Assignments</p> <p><b>Subject Project:</b>  1. Reflective Essay  2. Creative Composition</p> <p>2.6 List the teaching and learning resources and discuss how you will used them to teach your lesson.</p> <p><b>For example</b>  <b>History:</b>  pictures,  videos/documentary,  archival documents,  computers/ laptops,  LCD, projector/screen,  video/ audio player and  camera, Videotapes,  audio player, camera  etc.  e.g., The video/ audio  player can be used to  show documentaries</p> <p><b>RME:</b>  computers/ laptops, The  Bible, Resource Person,</p>	
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	<p><i>Cell phone, manila cards, e.g., The bible can be used as a reference material</i></p> <p><b>Social Studies:</b> <i>Pictures and posters, Braille, Scanner, laptop computer e.g., Audio-visual Equipment and Video clips on occupation/economic activities in Ghana</i></p> <p><b>Geography:</b> <i>Audio-visuals from YouTube, Flip Charts, computers/ laptops, LCD, projector/screen e.g., Student can watch the formation of landforms from YouTube.</i></p> <p>3.7 Ask a volunteer to explain how to plan for the next lesson for student teachers. <i>For example: preparation of teaching learning resources and writing of proforma.</i></p>	<p><i>Cell phone, manila cards, e.g., The bible can be used as a reference material</i></p> <p><b>Social Studies:</b> <i>Pictures and posters, Braille, Scanner, laptop computer e.g., Audio-visual Equipment and Video clips on occupation/economic activities in Ghana</i></p> <p><b>Geography:</b> <i>Audio-visuals from YouTube, Flip Charts, computers/ laptops, LCD, projector/screen e.g., Student can watch the formation of landforms from YouTube.</i></p> <p>3.7 Explain how to plan for the next lesson for student teachers. <i>For example: preparation of teaching learning resources and writing of proforma.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Remind tutor to identify critical friends to observe their lessons and report at next session.</p> <p>4.2 Ask participants to identify and address any outstanding issues relating to the lesson/s for clarification.</p>	<p>4.1 Identify critical friends to observe your lesson and report at next PD session.</p> <p>4.2 Identify and address any outstanding issues relating your lesson for clarification.</p>	<b>15 mins</b>

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

### SOCIAL STUDIES:

Introduction to Social Studies

Lesson 6: Teaching Core Competencies and Values in Social Studies (OWOP)

Population and Socio-Economic Development in Ghana

Lesson 6: Migration and Population

### RME:

Introduction to Religious and Moral Education

Lesson 6: The concept of Morality

Introduction to Christianity

Lesson 6: Christian Practice (II)

### HISTORY:

Introduction to the Study of History

Lesson 6: Sources of Historian's Knowledge of the Past (II)

Political History of Ghana – Chieftaincy and British Colonial Rule

Lesson 6: Nationalism in the Gold Coast (I)

### GEOGRAPHY:

Biophysical Environmental Systems

Lesson 6: Volcanism and Earthquakes

Fundamentals of Human Geography

Lesson 6: Primary Production

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b>	1.1 Welcome participants to the PD session. In their respective subject	1.1 Review the previous PD session and reflect on the successes and	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>groups, ask participants to review the previous PD session and reflect on the successes and challenges with regard to implementation and share with the group.</p> <p>1.2 Ask tutors to allow a critical friend who sat in lesson five to share his or her findings.</p> <p>1.3 Ask tutors to review the prior learning of the student teachers with regard to lesson six.</p> <p><i>For example:</i>  <b>Social Studies:</b>  <i>Student teachers are familiar with population issues.</i>  <b>RME:</b>  <i>Student teachers have an appreciation of what is wrong and right based on the moral standards of their societies.</i>  <b>History:</b>  <i>Student teachers are familiar with how colonialism was established in the Gold Coast.</i>  <b>Geography:</b>  <i>Student teachers have learnt about the nature and characteristics of industrial growth and development as well as other related topics which are related to primary production.</i></p>	<p>challenges with regard to implementation and share with the group.</p> <p>1.2 Allow a critical friend who sat in your lesson five to share his or her findings.</p> <p>1.3 Review the prior learning of the student teachers with regard to lesson six.</p> <p><i>For example:</i>  <b>Social Studies:</b>  <i>Student teachers are familiar with population issues.</i>  <b>RME:</b>  <i>Student teachers have an appreciation of what is wrong and right based on the moral standards of their societies.</i>  <b>History:</b>  <i>Student teachers are familiar with how colonialism was established in the Gold Coast.</i>  <b>Geography:</b>  <i>Student teachers have learnt about the nature and characteristics of industrial growth and development as well as other related topics which are related to primary production.</i></p>	
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	<p>1.4 Ask participants to read and discuss the introductory part of lesson six of each course of the various subject areas through to the learning outcomes as well as the indicators.</p> <p><b>For example:</b>  <b>Lesson description</b>  <b>Social Studies:</b>  <i>Lesson six of <b>Introduction to Social Studies</b> seeks to introduce student teachers to the core competencies and values emphasised in the study of Social Studies.</i></p> <p><b>RME:</b>  <b>Introduction to Christianity:</b>  <i>The lesson seeks to expose student teachers to Festivals, Evangelism, care for the needy and tithing.</i></p> <p><b>History:</b>  <i>Lesson six of <b>Introduction to the Study of History</b> seeks to expose student teachers to develop the knowledge and skills necessary to interpret primary and secondary sources and reconcile various historical accounts.</i></p> <p><b>Geography:</b>  <b>Biophysical Environmental Systems:</b>  <i>The lesson is designed to introduce student- teachers to volcanism and earthquakes.</i></p>	<p>1.4 Read and discuss the introductory part of lesson six of each course of the various subject areas through to the learning outcomes as well as the indicators.</p> <p><b>For example:</b>  <b>Lesson description</b>  <b>Social Studies:</b>  <i>Lesson six of <b>Introduction to Social Studies</b> seeks to introduce student teachers to the core competencies and values emphasised in the study of Social Studies.</i></p> <p><b>RME:</b>  <b>Introduction to Christianity:</b>  <i>This lesson seeks to expose student teachers to Festivals, Evangelism, care for the needy and tithing.</i></p> <p><b>History:</b>  <i>Lesson six of <b>Introduction to the Study of History</b> seeks to expose student teachers to develop the knowledge and skills necessary to interpret primary and secondary sources and reconcile various historical accounts.</i></p> <p><b>Geography:</b>  <b>Biophysical Environmental Systems:</b>  <i>The lesson is designed to introduce student- teachers to volcanism and earthquakes.</i></p>	
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	<p><b>Examples of LOs</b>  <b>Population and Socio-Economic Development in Ghana (Social Studies).</b>  <i>Demonstrate knowledge and understanding of migration, emigration and immigration including their causes.</i></p> <p><b>Introduction to RME (RME)</b>  <i>Demonstrate understanding of morality and its relevance to society.</i></p> <p><b>Political History of Ghana (History)</b>  <i>Demonstrate the ability to explain the term nationalism.</i></p> <p><b>Fundamentals of Human Geography (Geography)</b>  <i>Demonstrate knowledge of the types of agricultural systems.</i></p> <p>1.4 Lead participants to identify the distinctive features of lesson six of each course from the course manuals.</p> <p><b>Examples:</b>  <b>Social Studies:</b>  <i>Distinctive features of lesson six of the Introduction to Social Studies include:</i></p> <ul style="list-style-type: none"> <li><i>i. Core competencies in Social Studies (OWOP B4-B6, Pgs. IV &amp; IS</i></li> <li><i>ii. Core Values in Social Studies</i></li> <li><i>iii. Teaching Core Competencies and Values in Social Studies</i></li> </ul>	<p><b>Examples of LOs</b>  <b>Population and Socio-Economic Development in Ghana (Social Studies).</b>  <i>Demonstrate knowledge and understanding of migration, emigration and immigration including their causes.</i></p> <p><b>Introduction to RME (RME)</b>  <i>Demonstrate understanding of morality and its relevance to society.</i></p> <p><b>Political History of Ghana (History)</b>  <i>Demonstrate the ability to explain the term nationalism.</i></p> <p><b>Fundamentals of Human Geography (Geography)</b>  <i>Demonstrate knowledge of the types of agricultural systems.</i></p> <p>1.4 Identify the distinctive features of lesson six of each course from the course manuals.</p> <p><b>Examples:</b>  <b>Social Studies:</b>  <i>Distinctive features of lesson six of the Introduction to Social Studies include:</i></p> <ul style="list-style-type: none"> <li><i>i. Core competencies in Social Studies (OWOP B4-B6, Pgs. IV &amp; IS</i></li> <li><i>ii. Core Values in Social Studies</i></li> <li><i>iii. Teaching Core Competencies and Values in Social Studies</i></li> </ul>	
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	<p><b>RME:</b> The features of the sixth lesson of <b>Introduction to RME</b> include:</p> <ol style="list-style-type: none"> <li>i. Meaning of Morality.</li> <li>ii. Importance of Morality</li> <li>iii. Promoting Moral Values in the society.</li> </ol> <p><b>History:</b> <b>Introduction to the Study of History</b> Distinctive features of lesson six include:</p> <ol style="list-style-type: none"> <li>i. The SCIMC Strategy</li> <li>ii. Analysing primary source I</li> <li>iii. Analysing primary source II</li> </ol> <p><b>Geography:</b> <b>Biophysical Environmental Systems.</b> Distinctive features of lesson six:</p> <ol style="list-style-type: none"> <li>i. Meaning of Volcanism and earth quakes</li> <li>ii. Nature and Causes of Volcanism and earth quakes.</li> <li>iii. Types of Volcanism and earth quakes.</li> </ol>	<p><b>RME:</b> The features of the sixth lesson of <b>Introduction to RME</b> include</p> <ol style="list-style-type: none"> <li>i. Meaning of Morality.</li> <li>ii. Importance of Morality</li> <li>iii. Promoting Moral Values in the society</li> </ol> <p><b>History:</b> <b>Introduction to the Study of History</b> Distinctive features of lesson six include:</p> <ol style="list-style-type: none"> <li>i. The SCIMC Strategy</li> <li>ii. Analysing primary source I</li> <li>iii. Analysing primary source II</li> </ol> <p><b>Geography:</b> <b>Biophysical Environmental Systems.</b> Distinctive features of lesson six:</p> <ol style="list-style-type: none"> <li>i. Meaning of Volcanism and earth quakes</li> <li>ii. Nature and Causes of Volcanism and earth quakes.</li> <li>iii. Types of Volcanism and earth quakes.</li> </ol>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential</li> </ul>	<p>2.1 Guide participants to brainstorm for the likely new learning that student-teachers will derive from lesson six in each course.</p>	<p>2.1 In your respective groups brainstorm for the likely new learning that the student-teachers will derive from lesson six in each course.</p>	<p><b>15 mins</b></p>

<p>barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Unfamiliar Concepts</b>  <b>Examples</b>  <b>Social Studies:</b>  <b>Population and Socio-Economic Development in Ghana – Lesson six</b></p> <ul style="list-style-type: none"> <li>i. Population Dynamics</li> <li>ii. Migration, emigration, immigration,</li> <li>iii. Migration to population and diversity</li> </ul> <p><b>RME:</b>  <b>Introduction to Christianity – Lesson six</b></p> <ul style="list-style-type: none"> <li>i. Care for the needy</li> <li>ii. Tithing and Offertory</li> <li>iii. Evangelism</li> </ul> <p><b>History:</b>  <b>Political History of Ghana – Lesson six:</b></p> <ul style="list-style-type: none"> <li>i. The concept of nationalism</li> <li>ii. Colonialism</li> </ul> <p><b>Geography:</b>  <b>Fundamentals of Human Geography:</b></p> <ul style="list-style-type: none"> <li>i. Primary production</li> <li>ii. Agricultural systems</li> <li>iii. Economy</li> </ul> <p><b>Possible Barriers</b>  2.2 Ask tutors in their respective subject areas to identify the possible barriers to the teaching and learning of lesson six in each course.</p>	<p><b>Unfamiliar Concepts</b>  <b>Examples</b>  <b>Social Studies:</b>  <b>Population and Socio-Economic Development in Ghana – Lesson six</b></p> <ul style="list-style-type: none"> <li>i. Population dynamics</li> <li>ii. Migration, emigration, immigration,</li> <li>iii. Migration to population and diversity.</li> </ul> <p><b>RME:</b>  <b>Introduction to Christianity – Lesson six</b></p> <ul style="list-style-type: none"> <li>i. Care for the needy</li> <li>ii. Tithing and Offertory</li> <li>iii. Evangelism</li> </ul> <p><b>History:</b>  <b>Political History of Ghana – Lesson six:</b></p> <ul style="list-style-type: none"> <li>i. The concept of nationalism</li> <li>ii. Colonialism</li> </ul> <p><b>Geography:</b>  <b>Fundamentals of Human Geography:</b></p> <ul style="list-style-type: none"> <li>i. Primary production</li> <li>ii. Agricultural systems</li> <li>iii. Economy</li> </ul> <p><b>Possible Barriers</b>  2.2 In your respective subject areas, identify the possible barriers to the teaching and learning of lesson six in each course.</p>	
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	<p><b>Examples</b>  <b>Social Studies:</b>  <b>Introduction to Social Studies</b></p> <ul style="list-style-type: none"> <li>i. <i>Misconceptions associated with democratic governance.</i></li> <li>ii. <i>Misconceptions of what core competencies, especially, with the tendency to misconstrue core competencies to mean manipulative skills.</i></li> <li>iii. <i>The conflict of personal values with group/national values.</i></li> </ul> <p><b>RME:</b>  <b>Introduction to RME</b>  <i>Student-teacher's biases and projection of their own religious values above all others.</i></p> <p><b>History:</b>  <b>Introduction to the Study of History</b>  <i>Learners' ability to put sources into context.</i></p> <p><b>Geography:</b>  <b>Biophysical Environmental Systems</b>  <i>Student teachers are not likely to have a pictorial view of the processes due to the absence of projectors in some of the schools.</i></p>	<p><b>Examples</b>  <b>Social Studies:</b>  <b>Introduction to Social Studies</b></p> <ul style="list-style-type: none"> <li>i. <i>Misconceptions associated with democratic governance.</i></li> <li>ii. <i>Misconceptions of what core competencies, especially, with the tendency to misconstrue core competencies to mean manipulative skills.</i></li> <li>iii. <i>The conflict of personal values with group/national values.</i></li> </ul> <p><b>RME:</b>  <b>Introduction to RME</b>  <i>Student-teacher's biases and projection of their own religious values above all others.</i></p> <p><b>History:</b>  <b>Introduction to the Study of History</b>  <i>Learners' ability to put sources into context.</i></p> <p><b>Geography:</b>  <b>Biophysical Environmental Systems</b>  <i>Student teachers are not likely to have a pictorial view of the processes due to the absence of projectors in some of the schools.</i></p>	
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<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and</li> </ul> </li> </ul>	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities and how they could use them in the lesson delivery as well as assist student-teachers in teaching the Basic School Curriculum.</p> <p>3.2 Ask tutors to read over the teaching and learning activities and identify the possible areas that may need clarification.</p> <p>3.3 Lead tutors to discuss how to assist student-teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Lead tutors to examine the teaching and learning activities and explain how they integrate issues of GESI, ICT, and the 21<sup>st</sup> Century Skills in their lessons.</p> <p><b>Examples</b> <b>GESI</b></p> <ol style="list-style-type: none"> <li>1. <i>Assign leadership roles to both males and females in groups.</i></li> <li>2. <i>Make use of gender-neutral languages E.g. Chairperson other</i></li> </ol>	<p>3.1 Refer to your respective course manuals in your subject groups and discuss the teaching and learning activities and how you could use them in the lesson delivery as well as assist student-teachers in teaching the Basic School Curriculum.</p> <p>3.2 Read over the teaching and learning activities and identify the possible areas that may need clarification.</p> <p>3.3 Discuss how to assist student-teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Examine the teaching and learning activities and explain how you can integrate issues of GESI, ICT, and the 21<sup>st</sup> Century Skills in your lessons.</p> <p><b>Examples</b> <b>GESI</b></p> <ol style="list-style-type: none"> <li>1. <i>Assign leadership roles to both males and females in groups.</i></li> <li>2. <i>Make use of gender-neutral languages E.g., Chairperson</i></li> </ol>	<p><b>40 mins</b></p>
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<p>to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>than chairman</i></p> <ol style="list-style-type: none"> <li>3. <i>Using mixed ability grouping.</i></li> <li>4. <i>Paying special attention to Student-teachers with disabilities eg Visual impairment, hearing impairment and physically challenged.</i></li> </ol> <p><b>ICT</b> <i>Assist student –teachers to do presentations using Power point, Google search, use smart phones etc</i></p> <p><b>21<sup>st</sup> Century Skills</b></p> <ol style="list-style-type: none"> <li>1. <i>Digital literacy skills</i></li> <li>2. <i>Leadership and Personal Development</i></li> <li>3. <i>Communication and Collaboration</i></li> <li>4. <i>Critical thinking and Problem Solving</i></li> <li>5. <i>Innovative and Creativity skills</i></li> </ol> <p>3.5 Ask tutors in their groups to identify and discuss the continuous assessment opportunities in lesson six of each course.</p> <p><b>Examples</b> <b>Social Studies:</b> <b>Population and Socio-Economic Development in Ghana</b></p> <ol style="list-style-type: none"> <li>1. <i>Observation of student teachers’</i></li> </ol>	<p><i>other than chairman</i></p> <ol style="list-style-type: none"> <li>3. <i>Using mixed ability grouping.</i></li> <li>4. <i>Paying special attention to Student- teachers with disabilities eg Visual impairment, hearing impairment and physically challenged.</i></li> </ol> <p><b>ICT</b> <i>Assist student –teachers to do presentations using Power point, Google search, use smart phones etc</i></p> <p><b>21<sup>st</sup> Century Skills</b></p> <ol style="list-style-type: none"> <li>1. <i>Digital literacy skills</i></li> <li>2. <i>Leadership and Personal Development</i></li> <li>3. <i>Communication and Collaboration</i></li> <li>4. <i>Critical thinking and Problem Solving</i></li> <li>5. <i>Innovative and Creativity skills</i></li> </ol> <p>3.5 In your respective groups, identify and discuss the continuous assessment opportunities in lesson six of each course</p> <p><b>Examples</b> <b>Social Studies:</b> <b>Population and Socio-Economic Development in Ghana</b></p> <ol style="list-style-type: none"> <li>1. <i>Observation of student teachers’</i></li> </ol>	
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	<p><i>participation in discussion on how to teach JHS classrooms with diverse student population.</i></p> <p>2. <i>Group presentation demonstrating understanding of implications of migration to population and diversity.</i></p> <p><b>RME:</b> <b>Introduction to Christianity</b> <i>Class presentation and discussions</i></p> <p><b>History:</b> <b>Political History of Ghana – Chieftaincy and British Colonial Rule</b> <i>Assignment: (Take home, to serve as an RPK for the next lesson).</i> <i>Student teachers to do presentations on nationalist individuals and groups in the period under review.</i></p> <p><b>Geography:</b> <b>Biophysical Environmental Systems</b> <i>In-lesson Assessment: Oral presentation</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers define volcanism and earthquakes</i></li> <li>• <i>Student teachers enumerate the nature and causes of volcanism and earth</i></li> </ul>	<p><i>participation in discussion on how to teach JHS classrooms with diverse student population.</i></p> <p>2. <i>Group presentation demonstrating understanding of implications of migration to population and diversity.</i></p> <p><b>RME:</b> <b>Introduction to Christianity</b> <i>Class presentation and discussions</i></p> <p><b>History:</b> <b>Political History of Ghana – Chieftaincy and British Colonial Rule</b> <i>Assignment: (Take home, to serve as an RPK for the next lesson).</i> <i>Student teachers to do presentations on nationalist individuals and groups in the period under review.</i></p> <p><b>Geography:</b> <b>Biophysical Environmental Systems</b> <i>In-lesson Assessment: Oral presentation</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers define volcanism and earthquakes</i></li> <li>• <i>Student teachers enumerate the nature and causes of volcanism and earth</i></li> </ul>	
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	<p><i>quakes</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers identify some of the types of volcanism and earth quakes</i></li> <li>• <i>Student teachers examine the effects and distribution of volcanism and earth quakes</i></li> </ul> <p>3.6 Guide participants to identify relevant teaching and learning resources that can be used to teach lesson six in respect of each course</p> <p><b>Examples</b> <i>Smart phones, YouTube, Projectors, Videos, Zoom, Textbooks, MOOCS, OASIS, Moodle Class etc.</i></p>	<p><i>quakes</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers identify some of the types of volcanism and earth quakes</i></li> <li>• <i>Student teachers examine the effects and distribution of volcanism and earth quakes</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson six in respect of each course.</p> <p><b>Examples</b> <i>Smart phones, YouTube, Projectors, Videos, Zoom, Textbooks, MOOCS, OASIS, Moodle Class etc.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask participants to individually write down what they have learned in the PD session and share with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend to observe his or her lesson and give feedback to them.</p> <p>4.3 Ask tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson seven for the next PD session.</p>	<p>4.1 Write down, individually, what you have learned in the PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback to you.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>4.4 Read lesson seven for the next PD session.</p>	<b>15 mins</b>

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

### SOCIAL STUDIES:

1. Urbanization and Spatial Development in Ghana
2. Rationale for and Goals of Teaching Social Studies

### RME:

1. Christian Values I
2. The Concept of Education

### HISTORY:

1. Teaching Research Methods in History (I)
2. Nationalism in the Gold Coast (II)

### GEOGRAPHY:

1. The Earth Realms
2. Secondary Production Systems

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to PD Session Seven</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and</li> </ul>	1.1 Welcome participants to the seventh PD Session reminding them to participate actively since it will help them deliver the lesson effectively.  1.2 Participants reflect on PD lesson 6 with regards to the successes and	1.1 Listen with rapt attention and be ready for the sessions' activities and contribute if necessary.  1.2 Reflect on PD lesson 6 with regards to the successes and	<b>20 mins</b>

<p>discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p>	<p>challenges faced during the implementation in the classroom.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>•Were the suggested teaching strategies applicable in the classroom situations?</li> <li>•Was there any difficulty with regards to the integration of ICT tools, GESI, etc.</li> </ul> <p>1.3 Ask participants to read the introductory part of lesson seven of each subject area, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><b>For example</b>  <b>Lesson description</b>  <b>History:</b>  For example, lesson seven of <b>Political History of Ghana</b> seeks to introduce student teachers to nationalism in the Gold Coast.</p>	<p>challenges faced during the implementation in the classroom.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Were the suggested teaching strategies applicable in the classroom situations?</li> <li>• Was there any difficulty with regards to the integration of ICT tools, GESI, etc.</li> </ul> <p>1.3 In your subject groups, read the introductory part of lesson seven of each course, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><b>For example</b>  <b>Lesson description</b>  <b>History:</b>  For example, lesson seven of <b>Political History of Ghana</b> seeks to introduce student teachers to nationalism in the Gold Coast.</p>	
<ul style="list-style-type: none"> <li>• <b>Overview of content and identification of any distinctive aspects of the lesson/s,</b>  <b>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the</b></li> </ul>	<p><b>Geography</b>  <b>Fundamentals of human geography</b>  The lesson seeks to widen student-teachers' understanding of secondary production systems.</p> <p><b>Social Studies:</b>  Lesson seven of the <b>Introduction to Social Studies</b> introduces student</p>	<p><b>Geography</b>  <b>Fundamentals of human geography</b>  The lesson seeks to widen student-teachers' understanding of secondary production systems.</p> <p><b>Social Studies:</b>  Lesson seven of the <b>Introduction to Social Studies</b> introduces student</p>	<p><b>15 mins</b></p>

<p><b>lesson.</b> <b>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</b></p>	<p>teachers to the rationale for and goal of teaching social studies.</p> <p><b>RME:</b> Lesson seven of the <b>Introductions to Christianity</b> introduces student teachers to Christian values.</p> <p><b>Examples of LOs</b> <b>Biophysical Environment (Geography)</b> Demonstrate knowledge of the solid earth and the continental landmasses as the lithosphere.</p> <p><b>Political History of Ghana (History)</b> Demonstrate understanding of the difference and similarities between nationalism before 1900 and nationalism after 1900.</p> <p>1.3 Ask tutors to identify the distinctive features of lesson seven of each course from the course manuals.</p> <p><b>Examples:</b> <b>Geography:</b> The features of the seventh lesson of the Biophysical Environmental systems include: i. Meaning of the earth realms; ii. It comprises of the atmosphere, lithosphere, biosphere, hydrosphere; iii. Composition of each of the earth realms.</p>	<p>teachers to the rationale for and goal of teaching social studies.</p> <p><b>RME:</b> Lesson seven of the <b>Introductions to Christianity</b> introduces student teachers to Christian values.</p> <p><b>Examples of LOs</b> <b>Biophysical Environment (Geography)</b> Tutors demonstrate knowledge of the solid earth and continental landmasses as the lithosphere.</p> <p><b>Political History of Ghana (History)</b> Demonstrate understanding of the difference and similarities between nationalism before 1900 and nationalism after 1900.</p> <p>1.3 Identify and discuss the distinctive features of lesson seven of each course from the course manuals.</p> <p><b>Examples:</b> <b>Geography:</b> The features of the seventh lesson of the Biophysical Environmental systems include: i. Meaning of the earth realms; ii. It comprises of the atmosphere, lithosphere, biosphere, hydrosphere; iii. Composition of each of the earth realms.</p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the</li> </ul>	<p><b>History:</b> <b>Distinctive features of lesson seven:</b></p> <ol style="list-style-type: none"> <li>Meaning of historical research methods;</li> <li>Critical steps in historical research;</li> <li>Steps on how to conduct background literature review in history.</li> </ol> <p><b>RME:</b> <b>Introduction to religious and moral education.</b></p> <ol style="list-style-type: none"> <li>The inculcation of moral principles;</li> <li>Training morally autonomous students.</li> </ol> <p><b>Social Studies:</b> <b>Distinctive features of lesson seven:</b></p> <ol style="list-style-type: none"> <li>Urbanization and spatial development;</li> <li>Connections between migration/population and rise of urbanization in Ghana;</li> <li>Impact of migration/population on spatial development in Ghana.</li> </ol> <p>2.1 Guide tutors to brainstorm for the likely new learning that student teachers will derive from lesson seven in each course.</p> <p><b>Unfamiliar Concepts Examples</b> Approaches to the study of the earth realms – lesson seven:</p> <ul style="list-style-type: none"> <li>• Composition of the earth realms;</li> <li>• Nature of the lithosphere.</li> </ul>	<p><b>History:</b> <b>Distinctive features of lesson seven:</b></p> <ol style="list-style-type: none"> <li>Meaning of historical research methods;</li> <li>Critical steps in historical research method;</li> <li>Steps on how to conduct background literature review in history.</li> </ol> <p><b>RME:</b> <b>Introduction to religious and moral education.</b></p> <ol style="list-style-type: none"> <li>The inculcation of moral principles;</li> <li>Training morally autonomous students.</li> </ol> <p><b>Social Studies:</b> <b>Distinctive features of lesson seven:</b></p> <ol style="list-style-type: none"> <li>Urbanization and spatial development;</li> <li>Connections between migration/population and rise of urbanization in Ghana;</li> <li>Impact of migration/population on spatial development in Ghana.</li> </ol> <p>2.1 In your subject groups, brainstorm for the likely new learning that student teachers will derive from lesson seven in each course.</p> <p><b>Unfamiliar Concepts Examples</b> Approaches to the Study of the earth realms.</p> <ul style="list-style-type: none"> <li>• Composition of the earth realms;</li> <li>• Nature of the lithosphere.</li> </ul>	
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<p>lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Introduction to Social Studies – lesson seven:</b></p> <ul style="list-style-type: none"> <li>• Integration and amalgamation;</li> <li>• Citizenship education.</li> </ul>	<p><b>Introduction to Social Studies – lesson seven:</b></p> <ul style="list-style-type: none"> <li>• Integration and amalgamation;</li> <li>• Citizenship education.</li> </ul>	
	<p><b>Introduction to the Study of History – lesson seven:</b></p> <ul style="list-style-type: none"> <li>• Nature of Post-1900 Nationalism in the Gold Coast;</li> <li>• Elements of Post 1900 Colonialism;</li> <li>• Post 1900 Nationalist Activities and Personalities.</li> </ul> <p><b>Introduction to RME – lesson seven:</b></p> <ul style="list-style-type: none"> <li>• Religion;</li> <li>• Morality;</li> <li>• Education.</li> </ul> <p><b>2.2 Possible Barriers</b></p> <p>Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson seven in each course.</p> <p><b>Examples:</b></p> <p><b>RME:</b></p> <p>The different religious backgrounds of students may affect their appreciation of Christian values.</p> <p>It may be difficult to differentiate between religious education and moral education</p>	<p><b>Introduction to the Study of History – lesson seven:</b></p> <ul style="list-style-type: none"> <li>• Nature of Post-1900 Nationalism in the Gold Coast;</li> <li>• Elements of Post 1900 Colonialism;</li> <li>• Post 1900 Nationalist Activities and Personalities.</li> </ul> <p><b>Introduction to RME – lesson seven:</b></p> <ul style="list-style-type: none"> <li>• Religion;</li> <li>• Morality;</li> <li>• Education.</li> </ul> <p><b>2.2 Possible Barriers</b></p> <p>In your subject areas, Identify the possible barriers to the teaching and learning of lesson seven in each course.</p> <p><b>Examples:</b></p> <p><b>RME:</b></p> <p>The different religious backgrounds of students may affect their appreciation of Christianity values.</p> <p>Student teachers may find it difficult to differentiate between religious education and moral education.</p>	<p><b>40 mins</b></p>

<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> </ul>	<p><b>Social Studies:</b>  1. There is a misconception about the nature, focus and content of social studies.  2. Another misconception of social studies is that the subject is not difficult and any teacher from any academic discipline can teach it.</p> <p><b>Geography:</b>  Student teachers without background in geography may find it difficult to grasp the concept the earth realms.</p> <p><b>History:</b>  Student teachers might not be able to exhibit understanding of the similarities and differences between nationalism before 1900 and nationalism after 1900.</p> <p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities and how they could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 Ask tutors to read over the teaching and learning activities and identify possible areas they may need clarification.</p>	<p><b>Social Studies:</b>  1. There is a misconception about the nature, focus and content of social studies.  2. Another misconception of social studies is that the subject is not difficult and any teacher from any academic discipline can teach it.</p> <p><b>Geography:</b>  Student teachers without background in geography may find it difficult to grasp the concept the earth realms.</p> <p><b>History:</b>  Student teachers might not be able to exhibit understanding of the similarities and differences between nationalism before 1900 and nationalism after 1900.</p> <p>3.1 Refer to your respective course manuals in your subject groups and discuss the teaching and learning activities and how you could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 In your subject areas, read over the teaching and learning activities provided in each of the courses and identify possible areas you may need clarification.</p>	
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<ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be</li> </ul> </li> </ul>	<p>3.3 Lead tutors to discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Common Core Curriculum.</p> <p>3.4 Ask tutors to examine the teaching and learning activities and explain how they integrate issues of GESI, ICT and the 21st Century Skills in their lessons.</p> <p><b>Examples:</b></p> <p><b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language eg. Chairperson instead of chairman Using mixed-ability grouping</i></li> <li>• <i>Paying special attention to student teachers with disabilities. eg. SEN.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint. Phoenix, wiki search, using their, computers smart phones, etc.</i></li> </ul>	<p>3.3 Discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Common Core Curriculum.</p> <p>3.4 Examine the teaching and learning activities and explain how they integrate issues of GESI, ICT and the 21st Century Skills in your lessons.</p> <p><b>Examples:</b></p> <p><b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language eg. Chairperson instead of chairman Using mixed-ability grouping</i></li> <li>• <i>Paying special attention to student teachers with disabilities. e.g. SEN.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint. Phoenix, wiki search, use their smart phones, etc.</i></li> </ul>	
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<p>developed to support learning</p> <ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>21st Century Skills</b></p> <ol style="list-style-type: none"> <li>Digital literacy skills</li> <li>Communication and Collaborative skills</li> <li>Leadership and personal development</li> <li>Critical thinking and problem-solving skills</li> <li>Innovation and creativity</li> </ol> <p>3.5 Ask tutors in their respective groups to identify and discuss the continuous assessment opportunities in lesson seven of each course.</p> <p><b>Examples</b></p> <p><b>History:</b></p> <ol style="list-style-type: none"> <li>Group assignment</li> <li>Class presentation and discussion</li> </ol> <p><b>Social Studies:</b></p> <ol style="list-style-type: none"> <li>Observation of student teachers' participation in panel discussions, debates.</li> <li>PowerPoint presentation and discussion of the goal of Social Studies.</li> </ol> <p><b>Geography:</b></p> <ol style="list-style-type: none"> <li>Ask Student teachers to write down the four components of the earth's realm.</li> <li>Ask Student teachers to identify the layers of the atmosphere.</li> </ol> <p><b>RME:</b></p> <p>Ask Student teachers to list Christian values e.g., Love, compassion, Humility</p>	<p><b>21<sup>st</sup> Century Skills</b></p> <ol style="list-style-type: none"> <li>Digital literacy skills</li> <li>Communicative and Collaborative skills</li> <li>Leadership and personal skills</li> <li>Critical thinking and Problem-solving skills</li> <li>Innovation and creativity skills</li> </ol> <p>3.5 In your subject area groups, identify and discuss the continuous assessment opportunities in lesson seven of each course.</p> <p><b>Examples</b></p> <p><b>History:</b></p> <ol style="list-style-type: none"> <li>Group assignment</li> <li>Class presentation and discussion</li> </ol> <p><b>Social Studies:</b></p> <ol style="list-style-type: none"> <li>Observation of student teachers' participate in panel discussions, debates in class.</li> <li>Power Point presentation and discussion of the goals of Social Studies.</li> </ol> <p><b>Geography:</b></p> <ol style="list-style-type: none"> <li>Student teachers write down the four components of the earth's realm.</li> <li>Student teachers identify the layers of the atmosphere.</li> </ol> <p><b>RME:</b></p> <p>Ask Student teachers to list Christian values. e.g., Love, compassion, Humility</p>	
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	<p>3.6 Guide participants to identify relevant teaching and learning resources that can be used to teach lesson seven in respect of each course.</p> <p><b>Examples</b>  <i>YouTube, projectors, smartphones, MOOCS, OASIS, Google classroom, Google meet, Text Books, Videos, Google board, Zoom, etc.</i></p>	<p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson seven in respect of each course.</p> <p><b>Examples</b>  <i>YouTube, Google classroom, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Google board, Zoom, etc.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to write down what they have learned in the PD session and share with their colleagues</p> <p>4.2 Ask each tutor to identify a critical friend to observe his or her lesson and give feedback to them.</p> <p>4.3 Ask tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson eight for the next PD session.</p>	<p>4.1 Tutors write down what they have learned in the PD session and share with their colleagues</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback to them.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>4.4 Read lesson eight for the next PD session.</p>	<b>15 mins</b>

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

### SOCIAL STUDIES

Introduction to Social Studies

Lesson 8: Key Components and Content of Upper Primary Social Studies (OWOP) Curriculum  
Population and Socio-Economic Development in Ghana

Lesson 8: Teaching Population and Development Issues in the Basic School Curriculum

### RME

Introduction to Religious and Moral Education

Lesson 8: Indoctrination in Religious and Moral Education

Introduction to Christianity

Lesson 8: Christian Values II

### HISTORY

Introduction to the Study of History

Lesson 8: Teaching research methods in History (II)

Political History of Ghana – Chieftaincy and British Colonial Rule

Lesson 8: The Formation and Activities of Political Parties in the Gold Coast

### GEOGRAPHY

Biophysical Environmental Systems

Lesson 8: Soil Formation

Fundamentals of Human Geography

Lesson 8: Energy Resources

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to</li> </ul>	1.1 Discuss with your colleagues some aspect and challenges encountered in lesson 7 of the previous session.	1.1 Mention the essential and challenges you encountered during the implementation of lesson in the classroom.	<b>20 mins</b>

<p>share findings for a short discussion and lessons learned</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>e. g.</p> <ul style="list-style-type: none"> <li>• <i>Were the suggested teaching strategies applicable in the classroom situations?</i></li> <li>• <i>Was there any difficulty with regards to the integration of ICT tools, GESI, etc.</i></li> </ul> <p>1.2 Discuss the following major components of the lesson in your course manual and consider the relationship between the learning outcomes and indicators.</p> <ul style="list-style-type: none"> <li>• Learning Outcomes (LO)</li> <li>• Learning Indicators (LI)</li> <li>• Purpose of lesson.</li> </ul> <p><b>For example</b> <b>Lesson description</b> <b>History:</b> <i>For example, lesson eight of Teaching research method in history II. The lesson focuses on introducing student teachers to the art of writing historical research at the initial stage and the techniques and requirements involved in writing a research proposal in History.</i></p> <p><b>Geography:</b> <b>Energy Resources</b> <i>It is intended to help student-teachers' establish the</i></p>	<p>e. g.</p> <ul style="list-style-type: none"> <li>• <i>Were the suggested teaching strategies applicable in the classroom situations?</i></li> <li>• <i>Was there any difficulty with regards to the integration of ICT tools, GESI, etc.</i></li> </ul> <p>1.2 In small groups, engage in silent reading of lesson 8 of each of the courses.</p> <ul style="list-style-type: none"> <li>• Learning Outcomes (LO)</li> <li>• Learning Indicators (LI)</li> <li>• Purpose of lesson.</li> </ul> <p><b>For example</b> <b>Lesson description</b> <b>History:</b> <i>For example, lesson eight of Teaching research method in history II. The lesson focuses on introducing student teachers to the art of writing historical research at the initial stage and the techniques and requirements involved in writing a research proposal in History.</i></p> <p><b>Geography:</b> <b>Energy Resources</b> <i>It is intended to help student-teachers' establish</i></p>	
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	<p><i>meaning and forms of energy, classify energy in renewable and non-renewable.</i></p> <p><b>Social Studies:</b> <i>Lesson focuses on the Key components and content of upper primary social studies (OWOP) curriculum and how to use ICT to teach.</i></p> <p><b>RME:</b> <b>Christian Values II</b> <i>How to integrate grammar into the teaching of RME.</i></p> <p><b>Examples of LOs</b> <b>Energy Resources (Geography)</b> <i>Demonstrate knowledge of the classifying energy resources.</i></p> <p><b>The formation and activities of political parties in the Gold Coast. (History)</b> <i>Demonstrate the ability to discuss the factors leading to the formation of the two major political parties.</i></p> <p><b>Indoctrination in Religious and Moral Education (RME)</b> <i>The lesson focuses on the concept of indoctrination, student-teachers will be provided with the opportunity to learn about the history, nature and forms of indoctrination.</i></p> <p><b>Key components and content of upper primary social studies (OWOP) curriculum (Social Studies)</b> <i>Demonstrate knowledge of the upper primary social studies curriculum and how</i></p>	<p><i>the meaning and forms of energy, classify energy in renewable and non-renewable.</i></p> <p><b>Social Studies:</b> <i>Lesson focuses on the Key components and content of upper primary social studies (OWOP) curriculum and how to use ICT to teach.</i></p> <p><b>RME:</b> <b>Christian Values II</b> <i>How to integrate grammar into the teaching of RME.</i></p> <p><b>Examples of LOs</b> <b>Energy Resources (Geography)</b> <i>Demonstrate knowledge of the classifying energy resources.</i></p> <p><b>The formation and activities of political parties in the Gold Coast. (History)</b> <i>Demonstrate the ability to discuss the factors leading to the formation of the two major political parties.</i></p> <p><b>Indoctrination in Religious and Moral Education (RME)</b> <i>The lesson focuses on the concept of indoctrination, student-teachers will be provided with the opportunity to learn about the history, nature and forms of indoctrination.</i></p> <p><b>Key components and content of upper primary social studies (OWOP) curriculum (Social Studies)</b> <i>Demonstrate knowledge of the upper primary social studies curriculum and how</i></p>	
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	<p><i>ICT can be integrated in its implementation.</i></p> <p>1.3 Lead tutors to identify the distinctive features of lesson eight of each course from the course manuals.</p> <p><b>Examples:</b>  <b>Geography:</b>  <i>The features of the first lesson of the Energy resources include:</i>  1. <i>Definition of Energy resources;</i>  2. <i>Energy can be classified into two, renewable and non-renewable;</i></p> <p><b>History:</b>  <i>Distinctive features of lesson eight: The formation and activities of political parties in the Gold Coast</i>  1. <i>Formation of political parties in Gold Coast from 1947-1957;</i>  2. <i>The role of the leaders of the two major political in the Gold Coast;</i></p> <p><b>RME:</b>  <i>Indoctrination in Religious and Moral Education</i>  1. <i>Meaning of indoctrination;</i>  2. <i>How to avoid indoctrination in the teaching of RME;</i></p> <p><b>Social Studies:</b>  <i>Distinctive features of lesson eight: Key components and content of upper primary social studies (OWOP) curriculum</i>  1. <i>Meaning of social studies;</i>  2. <i>Promotion of gender equity and inclusivity</i></p>	<p><i>ICT can be integrated in its implementation.</i></p> <p>1.3 Identify and discuss the distinctive features of each course from the course manual.</p> <p><b>Examples:</b>  <b>Geography:</b>  <i>The features of the first lesson of the Energy resources include:</i>  1. <i>Definition of Energy resources;</i>  2. <i>Energy can be classified into two, renewable and non-renewable;</i></p> <p><b>History:</b>  <i>Distinctive features of lesson eight: The formation and activities of political parties in the Gold Coast</i>  1. <i>Formation of political parties in Gold Coast from 1947-1957;</i>  2. <i>The role of the leaders of the two major political in the Gold Coast;</i></p> <p><b>RME:</b>  <i>Indoctrination in Religious and Moral Education</i>  1. <i>Meaning of indoctrination;</i>  2. <i>How to avoid indoctrination in the teaching of RME;</i></p> <p><b>Social Studies:</b>  <i>Distinctive features of lesson eight: Key components and content of upper primary social studies (OWOP) curriculum</i>  1. <i>Meaning of social studies;</i>  2. <i>Promotion of gender equity and inclusivity;</i></p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Discuss the key concept in your various subject areas from the course manual and possible challenges found in the teaching of the concept.</p> <p><b>Unfamiliar Concepts</b> <b>Examples</b> <b>Geography:</b> <i>Approaches to the Study of soil formation – lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>Properties of soil;</i></li> <li>• <i>Factors influencing soil formation.</i></li> </ul> <p><b>Social Studies:</b> <i>Teaching population and development issues – lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>Meaning of population;</i></li> <li>• <i>Understanding developmental issues.</i></li> </ul> <p><b>History:</b> <i>The formation and activities of political parties in the Gold Coast – lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>The formation of the two major political parties in the Gold Coast;</i></li> <li>• <i>The role of the leaders of the two major political parties in the Gold Coast (UGCC and CPP);</i></li> </ul> <p><b>RME:</b> <i>Indoctrination in Religious and Moral Education– lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>Meaning of indoctrination;</i></li> <li>• <i>Meaning of Religion;</i></li> </ul>	<p>2.1 In your subject groups, discuss the likely new learning outcome that student teachers will derive from lesson eight</p> <p><b>Unfamiliar Concepts</b> <b>Examples</b> <b>Geography:</b> <i>Approaches to the Study of soil formation – lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>Properties of soil;</i></li> <li>• <i>Factors influencing soil formation.</i></li> </ul> <p><b>Social Studies:</b> <i>Teaching population and development issues – lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>Meaning of population;</i></li> <li>• <i>Understanding developmental issues.</i></li> </ul> <p><b>History:</b> <i>The formation and activities of political parties in the Gold Coast – lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>The formation of the two major political parties in the Gold Coast;</i></li> <li>• <i>The role of the leaders of the two major political parties in the Gold Coast (UGCC and CPP);</i></li> </ul> <p><b>RME:</b> <i>Indoctrination in Religious and Moral Education– lesson eight:</i></p> <ul style="list-style-type: none"> <li>• <i>Meaning of indoctrination;</i></li> <li>• <i>Meaning of Religion;</i></li> </ul>	<p><b>15 mins</b></p>
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	<p><b>Possible Barriers</b> 2.2 Identify any aspect of the lesson that might be a barrier to the instruction of lesson 7 in each course.</p> <p><b>Examples:</b> <b>RME:</b> <i>Biased views of student-teachers about Christian values that differ from that of their own faith.</i></p> <p><b>Social Studies:</b> <i>Misconception about social studies that anybody can read and teach it.</i></p> <p><b>Geography:</b> <i>Some Student teachers will not be able to participate fully because of some physical barriers such as the study trip and nuclear site etc.</i></p> <p><b>History:</b> <i>Student teachers may encounter some difficulty in overcoming the challenges of plagiarism.</i></p>	<p><b>Possible Barriers</b> 2.2 In your subject areas, discuss the possible barriers to the instructional period of lesson eight in each course.</p> <p><b>Examples:</b> <b>RME:</b> <i>Biased views of student-teachers about Christian values that differ from that of their own faith.</i></p> <p><b>Social Studies:</b> <i>Misconception about social studies that anybody can read and teach it.</i></p> <p><b>Geography:</b> <i>Some Student teachers will not be able to participate fully because of some physical barriers such as the study trip and nuclear site etc.</i></p> <p><b>History:</b> <i>Student teachers may encounter some difficulty in overcoming the challenges of plagiarism.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting</li> </ul>	<p>3.1 In your respective groups, discuss the teaching and learning activities and how they use them in lesson instruction as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>E.g., What are teaching and learning activities and the method of delivering?</p>	<p>3.1 in your respective course manual and subject groups, discuss the teaching and learning activities and how they could use them in lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>E.g., What are teaching and learning activities and the method of delivering?</p>	<p><b>40 mins</b></p>

<p>opportunities for making links to the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point</li> </ul> </li> </ul>	<p><b>Geography:</b> e.g., soil formation <i>Mode of delivery:</i> face to face, discussion and seminars on soil.</p> <p><b>Social Studies:</b> Key components and content of upper primary social studies curriculum <i>Mode of delivery:</i> shower thought, virtual clip, group discussions.</p> <p><b>History:</b> <i>The formation and activities of political parties in the Gold Coast</i> <i>Mode of delivery:</i> face to face, discussions, think, pair-share.</p> <p><b>RME:</b> Christian Values <i>Mode of delivery:</i> face to face, student-teachers physical presence and participation in all practical actions, work-based learning and seminars.</p> <p>3.2 Discuss the teaching and learning activity provided in each course or possible areas for more clarification.</p> <p>3.3 Have one-on-one interactions with student teachers in their teaching and learning activities during their STS and in delivering the Basic School Curriculum.</p>	<p><b>Geography:</b> e.g., soil formation <i>Mode of delivery:</i> face to face, discussion and seminars on soil.</p> <p><b>Social Studies:</b> Key components and content of upper primary social studies curriculum <i>Mode of delivery:</i> shower thought, virtual clip, group discussions.</p> <p><b>History:</b> <i>The formation and activities of political parties in the Gold Coast</i> <i>Mode of delivery:</i> face to face, discussions, think, pair-share.</p> <p><b>RME:</b> Christian Values <i>Mode of delivery:</i> face to face, student-teachers physical presence and participation in all practical actions, work-based learning and seminars.</p> <p>3.2 Read the teaching and learning activity provided in each of the courses and identify possible areas you may need clarification.</p> <p>3.3 Discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in delivering the Basic School Curriculum.</p>	
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<p>presentations, TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.4 Lead tutors to analyze the teaching and learning activities and explain how they integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in their lessons.</p> <p><b>Examples:</b></p> <p><b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Delegate leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Using mixed-ability grouping</i></li> <li>• <i>Taking note of student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint, Excel, MS Word. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Team work</i></li> <li>• <i>Honest character, hard work attitude and leadership</i></li> <li>• <i>Critical thinking and practical solving skills</i></li> <li>• <i>Creative, artistic and Innovation</i></li> </ul>	<p>3.4 Examine the teaching and learning activities and explain how you integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in your lessons.</p> <p><b>Examples:</b></p> <p><b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Delegate leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Using mixed-ability grouping</i></li> <li>• <i>Taking note of student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint, Excel, MS Word. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Team work</i></li> <li>• <i>Honest character, hard work attitude and leadership</i></li> <li>• <i>Critical thinking and practical solving skills</i></li> <li>• <i>Creative, artistic and Innovation</i></li> </ul>	
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	<p>3.5 Identify and discuss assessment opportunities in lesson 8.</p> <p><b>Examples</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>Class presentation and interaction</i></li> <li>• <i>Report on field trips</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>Take home assignment.</i></li> <li>• <i>PowerPoint presentation on data population of the school.</i></li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• <i>Experiment on sedimentation of the soil.</i></li> <li>• <i>Classroom activity of renewable and non-renewable energy.</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Public Presentation on moral values.</i></li> <li>• <i>Presentation by student teachers in their various schools and report.</i></li> </ul> <p>3.6 Lead tutors to identify relevant teaching and learning resources that can be used to teach lesson eight in respect of each course.</p> <p><b>Examples</b></p> <p><i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i></p>	<p>3.5 In your subject area, identify and discuss assessment opportunities in lesson 8 of each course.</p> <p><b>Examples</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>Class presentation and interaction</i></li> <li>• <i>Report on field trips</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>Take home assignment.</i></li> <li>• <i>PowerPoint presentation on data population of the school.</i></li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• <i>Experiment on sedimentation of the soil.</i></li> <li>• <i>Classroom activity of renewable and non-renewable energy.</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Public Presentation on moral values.</i></li> <li>• <i>Presentation by student teachers in their various schools and report.</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson eight in respect of each course.</p> <p><b>Examples</b></p> <p><i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i></p>	
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<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask each tutor what they have learned in the PD session and share with colleagues.</p> <p>4.2 Call each tutor to identify a critical friend to observe his or her lesson and give feedback.</p> <p>4.3 Ask tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson nine for the next PD session.</p>	<p>4.1 Put down what you have learnt in the PD session and share with colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback.</p> <p>4.3 Do you still have some issues that need clarification.</p> <p>4.4 Read lesson nine for the next PD session.</p>	<p><b>15 mins</b></p>
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## Tutor PD Session for Lesson 9 in the Course Manual

SUBJECT	COURSE	LESSON
1. <b>GEOGRAPHY</b>	a) Biophysical Environmental Systems b) Fundamentals of Human Geography	i) Erosion Processes ii) Environmental modification
2. <b>HISTORY</b>	a) Introduction to the Study of History b) Political History of Ghana	i) Problem Areas in Historical Writing ii) Emergence of Traditional States and Kingdoms II
3. <b>RME</b>	a) Introduction to Religious and Moral Education (RME) b) Introduction to Christian Religion	i) Aims of Teaching RME ii) Basic Christian Beliefs I
4. <b>SOCIAL STD.</b>	a) Introduction to Social Std. b) Population and Economic Development in Ghana	i) Historical Development of Social Std. in Ghana ii) Individual's Needs, Wants & Choices

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Review prior learning</li> </ul>	1.1 As you welcome tutors in their various subject groups, ask them to reflect on the lesson eight PD session – significance and challenges of implementation – and share your experiences.	1.1 Reflect on the lesson eight PD session – significance and challenges of implementation – and share your experiences.	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Ask a critical friend who had volunteered to observe a colleague in the previous lesson to share their findings for a short discussion and lessons learned.</p> <p>1.3 Ask tutors to review the prior learning of the student teachers</p> <p><i>e.g.</i>  <b>History:</b>  <i>Student teachers have prior knowledge on the evolution of history as a discipline in previous lessons.</i></p> <p><b>RME:</b>  <i>Student teachers have been introduced to the nature of RME in previous lessons.</i></p> <p><b>Geography:</b>  <i>Student teachers have observed torrential rainfall in their localities and have seen how materials are taken away from their original location to another.</i></p> <p><b>Social Studies:</b>  <i>Student teachers are familiar with some basic concepts in Social Studies.</i></p> <p>1.6 Ask participants to read the introductory sections of the lesson nine in each course up to and</p>	<p>1.2 A volunteer who observed a colleague's lesson eight should share their findings for a short discussion.</p> <p>1.3 Review the prior learning of the student teachers</p> <p><i>e.g.</i>  <b>History:</b>  <i>Student teachers have prior knowledge on the evolution of history as a discipline.</i></p> <p><b>RME:</b>  <i>Student teachers have been introduced to the nature of RME in previous lessons.</i></p> <p><b>Geography:</b>  <i>Student teachers have observed torrential rainfall in their localities and have seen how materials are taken away from their original location to another.</i></p> <p><b>Social Studies:</b>  <i>Student teachers are familiar with some basic concepts in Social Studies.</i></p> <p>1.6 In your respective groups, engage in silent reading of the introductory part of</p>	
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	<p>including learning outcomes and indicators.</p> <p><b>e.g.</b>  <b>Lesson Description Geography:</b>  <i>Lesson nine of Fundamentals of Human Geography introduces student-teachers to the role of humans as an agent of environmental change and the effects of these environmental changes.</i></p> <p><b>History:</b>  <i>Lesson nine of the Introduction to History seeks to expose students to the final stages of historical research.</i></p> <p><b>Social Studies:</b>  <i>In Population and Economic Development in Ghana, lesson three focuses on the individual's needs, wants and choices as concepts.</i></p> <p><b>RME:</b>  <i>In the lesson nine of Introduction to Christian Religion, student teachers submit reports from an earlier visit to two Christian denominations and submit reports.</i></p>	<p>lesson nine of each course, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><b>e.g.</b>  <b>Lesson Description Geography:</b>  <i>Lesson nine of Fundamentals of Human Geography introduces student-teachers to the role of humans as an agent of environmental change and the effects of these environmental changes.</i></p> <p><b>History:</b>  <i>Lesson nine of the Introduction to History discusses the final stages of historical research.</i></p> <p><b>Social Studies:</b>  <i>In Population and Economic Development in Ghana, lesson nine focuses on the individual's needs, wants and choices as concepts.</i></p> <p><b>RME:</b>  <i>In the lesson nine of Introduction to Christian Religion, student teachers submit reports on their visit to two churches.</i></p>	
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	<p><b>Examples of LOs:</b></p> <p><b>History:</b></p> <p>1. Exhibit the ability to develop chapters for a research work. 2. Show an understanding of how to draft chapters for research.</p> <p><b>RME:</b></p> <p>Demonstrate knowledge and understanding of Christian denominations.</p> <p><b>Social Studies:</b></p> <p>To demonstrate knowledge and understanding of needs and wants of adults, adolescents and children.</p> <p><b>Geography:</b></p> <p>Student teachers will familiarize with the meaning of erosional processes</p> <p>1.7 Lead tutors to identify the distinctive features of lesson nine of each course from the course manuals.</p> <p><b>Examples:</b></p> <p>Distinctive features of lesson nine in:</p> <p><b>Social Studies;</b></p> <p>i. Evolution of Social Studies in Global Perspective</p> <p>ii. Evolution of Social Studies in Africa and Ghana</p> <p><b>RME;</b></p> <p>i. Demonstrate appreciation of denominational diversity in Christianity b. show professionalism in</p>	<p><b>Examples of LOs:</b></p> <p><b>History:</b></p> <p>1. Exhibit the ability to develop chapters for a research work. 2. Show an understanding of how to draft chapters for research.</p> <p><b>RME:</b></p> <p>Demonstrate knowledge and understanding of Christian denominations.</p> <p><b>Social Studies:</b></p> <p>To demonstrate knowledge and understanding of needs and wants of adults, adolescents and children.</p> <p><b>Geography:</b></p> <p>Student teachers will familiarize with the meaning of erosional processes</p> <p>1.7 Identify and discuss the distinctive features of lesson nine of each course from the course manuals.</p> <p><b>Examples:</b></p> <p>Distinctive features of lesson three in:</p> <p><b>Social Studies;</b></p> <p>i. Evolution of Social Studies in Global Perspective</p> <p>ii. Evolution of Social Studies in Africa and Ghana</p> <p><b>RME;</b></p> <p>i. demonstrates appreciation of the denominational diversity in Christianity.</p>	
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	<p><i>relating to people from different faiths.</i></p> <p><b>Geography;</b>  <i>i. Explanation of environmental modification</i>  <i>ii. The role of humankind in environmental change</i></p> <p><b>History;</b>  <i>i. How to arrange and analyse chapters</i>  <i>ii. How to draft historical research</i></p>	<p><b>Geography;</b>  <i>i. Explanation of environmental modification</i>  <i>ii. The role of humankind in environmental change</i></p> <p><b>History;</b>  <i>i. how to arrange and analyse chapters</i>  <i>ii. how to draft historical research.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Guide tutors to brainstorm for the likely new learning that student teachers will derive from lesson nine in each course.</p> <p><b>CONCEPTS</b>  <b>Examples:</b>  Introduction to Christian Religion (<b>RME</b>)  i. Denominations  ii. diversity</p> <p>Individual's Needs, Wants, and Choices (<b>Social Studies</b>):  i. Meaning of needs, wants and choice  ii. Children and choice-making</p> <p>Erosion Processes (<b>Geography</b>):  i. Meaning of erosional processes  ii. Types of erosion and associated landforms</p>	<p>2.1 In your subject groups, brainstorm for the likely new learning that student teachers will derive from lesson nine in each course.</p> <p><b>CONCEPTS</b>  <b>Examples:</b>  Introduction to Christian Religion (<b>RME</b>)  i. denominations  ii. diversity  Individual's Needs, Wants, and Choices (<b>Social Studies</b>):  i. Meaning of needs, wants and choices  ii. Children and choice-making</p> <p>Erosion Processes (<b>Geography</b>):  i. Meaning of erosional processes  ii. Types of erosion and associated landforms</p>	<b>15 mins</b>

	<p>Emergence of traditional states and kingdoms II <b>(History)</b></p> <p>i. Migrations ii. State building process</p> <p><b>Possible Barriers</b></p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson nine in each course.</p> <p><b>Examples</b></p> <p><b>History:</b> <i>The conflicting written materials on the origin and rise of these states might affect student teachers research efforts.</i></p> <p><b>Geography:</b> <i>Students will be affected by the non-existence of a geography laboratory for practical or simulation exercise on erosional processes and their effects on the landscape.</i></p> <p><b>RME:</b> <i>Student teachers with different religious backgrounds might hold misconceptions about some of the Christian beliefs.</i></p> <p><b>Social Studies:</b> <i>Student teachers might have misconceptions about the specificity of needs and wants.</i></p>	<p>Emergence of traditional states and kingdoms II <b>(History)</b></p> <p>i. Migrations ii. State building process</p> <p><b>Possible Barriers</b></p> <p>2.2 In your subject areas, identify the possible barriers to the teaching and learning of lesson nine in each course.</p> <p><b>Examples</b></p> <p><b>History:</b> <i>The conflicting written materials on the origin and rise of these states might affect student teachers research efforts.</i></p> <p><b>Geography:</b> <i>Students will be affected by the non-existence of a geography laboratory for practical or simulation exercise on erosional processes and their effects on the landscape.</i></p> <p><b>RME:</b> <i>Student teachers with different religious backgrounds might hold misconceptions about some of the Christian beliefs.</i></p> <p><b>Social Studies:</b> <i>Student teachers might have misconceptions about the specificity of needs and wants.</i></p>	
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<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and</li> </ul> </li> </ul>	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities in lesson nine and how they could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 Ask tutors to read over the teaching and learning activities and identify possible areas they may need clarification.</p> <p>3.3 Lead tutors to discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Lead tutors to examine the teaching and learning activities in lesson nine and explain how they integrate issues of GESI, ICT and the 21st Century Skills.</p> <p><b>Examples:</b> <b>GESI:</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> </ul>	<p>3.1 Refer to your course manuals in your subject groups and discuss the teaching and learning activities in lesson nine and how you can use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>3.2 In your subject areas, read over the teaching and learning activities provided in lesson nine of each of the courses and identify possible areas you may need clarification.</p> <p>3.3 Discuss how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Examine the teaching and learning activities in lesson nine and explain how you will integrate issues of GESI, ICT and the 21st Century Skills.</p> <p><b>Examples:</b> <b>GESI:</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> </ul>	<p><b>40 mins</b></p>
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<p>to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>● <i>Avoid gender stereotyping</i></li> <li>● <i>Using mixed-ability grouping</i></li> <li>● <i>Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>● <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>● <i>Digital literacy skills</i></li> <li>● <i>Communication and Collaboration skills</i></li> <li>● <i>Leadership and personal development</i></li> <li>● <i>Critical thinking and problem-solving skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> <p>3.5 Ask tutors in their respective groups to identify and discuss the continuous assessment opportunities in lesson nine of each course.</p> <p><b>Examples Geography:</b></p> <ul style="list-style-type: none"> <li>● <i>Project work on the occurrence and effects of</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>● <i>Avoid gender stereotyping</i></li> <li>● <i>Using mixed-ability grouping</i></li> <li>● <i>Paying special attention to student teachers with disabilities. E.g., Hearing impairment, visual impairment, and physical disability.</i></li> </ul> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>● <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>● <i>Digital literacy skills</i></li> <li>● <i>Communication and Collaboration skills</i></li> <li>● <i>Leadership and personal development</i></li> <li>● <i>Critical thinking and problem-solving skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> <p>3.5 In your subject area groups, identify and discuss the continuous assessment opportunities in lesson nine of each course.</p> <p><b>Examples Geography:</b></p> <ul style="list-style-type: none"> <li>● <i>Project work on the occurrence and effects</i></li> </ul>	
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	<p><i>erosion.</i></p> <ul style="list-style-type: none"> <li>• <i>Field trips to highland areas to observe the effects of erosion.</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective Journal essay on the major aims of RME</i></li> <li>• <i>Debate on the issues on denominational diversity in Christianity.</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups student teachers debate on the issues of objectivity in history.</i></li> <li>• <i>Student teachers choose historical topic for group presentation and justify its feasibility.</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups, student teachers create concept map to identify and explain needs and wants of specific age-groups in the population.</i></li> <li>• <i>Group presentation demonstrating understanding of how children make choices and the support they require to make right choices.</i></li> </ul> <p>3.6 Guide participants to identify relevant teaching and learning resources that can be used to teach lesson nine in respect of each course.</p> <p><b>Examples:</b> <i>WhatsApp Groups, Telegram Groups, YouTube,</i></p>	<p><i>of erosion.</i></p> <ul style="list-style-type: none"> <li>• <i>Field trips to highland areas to observe the effects of erosion.</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Reflective Journal essay on the major aims of RME</i></li> <li>• <i>Debate on the issues on denominational diversity in Christianity.</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups student teachers debate on the issues of objectivity in history.</i></li> <li>• <i>Student teachers choose historical topic for group presentation and justify its feasibility.</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>In groups, student teachers create concept map to identify and explain needs and wants of specific age-groups in the population.</i></li> <li>• <i>Group presentation demonstrating understanding of how children make choices and the support they require to make right choices.</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson nine in respect of each course.</p> <p><b>Examples:</b> <i>WhatsApp Groups, Telegram Groups,</i></p>	
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	<i>Projectors, Smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i>	<i>YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to individually write down what they have learned in the PD session and share with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend to observe their lesson and give feedback to them.</p> <p>4.3 Ask tutors if they still have some issues that need further clarification.</p> <p>4.4 Ask tutors to read lesson ten for the next PD session.</p>	<p>4.1 Individually, write down what you have learned in the PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback to you.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>4.4 Read lesson ten for the next PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 10 in the Course Manual

SUBJECT	COURSE	LESSON
1. <b>GEOGRAPHY</b>	a) Biophysical Environmental Systems b) Fundamentals of Human Geography	i) Global vegetation ii) Tourism planning
2. <b>HISTORY</b>	a) Introduction to the Study of History b) Political History of Ghana	i) Technical aspects of Historical Writing ii) Women Traditional Leaders
3. <b>RME</b>	a) Introduction to Religious and Moral Education (RME) b) Introduction to Christian Religion	i) Non-Religious Sources of Morality ii) Contribution of Christianity to National Development
4. <b>SOCIAL STD.</b>	a) Introduction to Social Std. b) Population and Economic Development	i) The Social Studies Curriculum for <b>Basic schools</b> ii) Contributions of State Owned and Private Enterprises to National Development

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>A critical friend to share findings for a short discussion and</li> </ul>	1.1 Ask participants to sit according to their respective subject areas (E.g., History, Social Studies, Geography and	1.1 Sit according to your subject areas, reflect as individuals on your implementation of the previous PD session,	<b>20 mins</b>

<p>lessons learned</p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>RME) reflect individually on the implementation of the previous PD session and share with entire group their experiences, focusing on the benefits, challenges and emerging issues, if any during the lesson 9.</p> <p>NOTE: <i>examples of emerging issues include incidental learning such as discovery of a new talent while implementing a panel discussion technique</i></p> <p>1.2 Invite one volunteer from each subject area to share the feedback they received from a critical friend who observed their lesson 9 for a short discussion.</p> <p>1.3 Ask tutors to review the prior learning of the student teachers</p> <p><i>e.g.</i> <b>History:</b> <i>Student teachers have prior knowledge on how to conduct and write research work in history from previous lessons.</i> <b>RME:</b> <i>Student-teachers learned about religious sources of morality in lesson nine.</i> <b>Geography:</b> <i>Student teachers have</i></p>	<p>and share with the entire group your experiences, focusing on the benefits, challenges and emerging issues, if any.</p> <p>NOTE: <i>The emerging issues may include incidental learning such as discovery of new talents in the course of using panel discussion</i></p> <p>1.2 One volunteer from each subject group should share feedback he/she received from a critical friend who observed the lesson 9 as we discussed in the previous PD session.</p> <p>1.3 Review the prior learning of the student teachers.</p> <p><i>e.g.</i> <b>History:</b> <i>Student teachers have prior knowledge on how to conduct and write research work in history from previous lessons.</i> <b>RME:</b> <i>Student teachers learned about religious sources of morality in lesson nine.</i> <b>Geography:</b> <i>Student-teachers have</i></p>	
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	<p><i>already been introduced to processes of landform and soil development as well as weather and climate which have influence on global vegetation distribution.</i></p> <p><b>Social Studies:</b> <i>Student-teachers are familiar with the various perspectives of Social Studies and their implications for teaching the subject.</i></p> <p>1.4 Ask participants in groups to silently read the introductory sections of lesson 10 in each course up to and including learning outcomes and indicators.</p> <p><i>e.g.</i> <b>Lesson Description</b> <b>Geography:</b> <i>Lesson 10 of Fundamentals of Human Geography introduces student teachers to the meaning of tourism planning, processes of tourism planning, development of tourism business portfolios, and relevance of studying tourism planning..</i></p> <p><b>History:</b> <i>Lesson 10 of the Political History of Ghana addresses the unique roles and contributions women traditional leaders in the pre-</i></p>	<p><i>already been introduced to processes of landform and soil development as well as weather and climate which have influence on global vegetation distribution.</i></p> <p><b>Social Studies:</b> <i>Student-teachers are familiar with the various perspectives of Social Studies and their implications for teaching the subject.</i></p> <p>1.4 In your respective groups, engage in silent reading of the introductory part of lesson 10 of each course, including lesson description, the purpose of the lesson, learning outcomes and learning indicators.</p> <p><i>e.g.</i> <b>Lesson Description</b> <b>Geography:</b> <i>Lesson 10 of Fundamentals of Human Geography introduces student teachers to the meaning of tourism planning, processes of tourism planning, development of tourism business portfolios, and relevance of studying tourism planning.</i></p> <p><b>History:</b> <i>Lesson 10 of the Political History of Ghana addresses the unique roles and contributions women traditional leaders in the</i></p>	
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	<p><i>colonial and colonial Ghana played and how they featured in and engaged with historical events.</i></p> <p><b>Social Studies:</b> <i>In Population and Economic Development in Ghana, lesson 10 focuses on introducing student teachers to contributions of state owned and private enterprises to national development and how to use the knowledge and understanding to teach the basic school curriculum.</i></p> <p><b>.RME:</b> <i>In Introduction to Christian Religion, lesson 10 examines the contribution of Christianity to Ghana’s national development.</i></p> <p><b>Examples of LOs:</b> <b>History:</b> <i>To exhibit knowledge of the role and status of women traditional leaders in pre-colonial and colonial periods.</i></p> <p><b>RME:</b> <i>Demonstrate appreciation of Christianity’s contribution to national development.</i></p> <p><b>Social Studies:</b> <i>Demonstrate knowledge and understanding of contributions of state-owned enterprises to national development.</i></p> <p><b>Geography:</b> <i>To exhibit knowledge of Processes of tourism planning.</i></p>	<p><i>pre-colonial and colonial Ghana played and how they featured in and engaged with historical events.</i></p> <p><b>Social Studies:</b> <i>In Population and Economic Development in Ghana, lesson 10 focuses on introducing student teachers to contributions of state owned and private enterprises to national development and how to use the knowledge and understanding to teach the basic school curriculum.</i></p> <p><b>RME:</b> <i>In Introduction to Christian Religion, the lesson 10 examines the contribution of Christianity to Ghana’s national development.</i></p> <p><b>Examples of LOs:</b> <b>History:</b> <i>To exhibit knowledge of the role and status of women traditional leaders in pre-colonial and colonial periods.</i></p> <p><b>RME:</b> <i>Demonstrate appreciation of Christianity’s contribution to national development.</i></p> <p><b>Social Studies:</b> <i>Demonstrate knowledge and understanding of contributions of state-owned enterprises to national development.</i></p> <p><b>Geography:</b> <i>To exhibit knowledge of Processes of tourism planning</i></p>	
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	<p>1.5 Lead tutors to identify the distinctive features of lesson 10 of each course from the course manuals.</p> <p><b>Examples:</b>  <i>Distinctive features in lesson ten of:</i></p> <p><b>Social Studies;</b></p> <ul style="list-style-type: none"> <li>i. <i>The Social Studies Curriculum (CCP), gender and Inclusivity</i></li> <li>ii. <i>Qualities Required of the Teacher to Effectively Teach the JHS and SHS Common core curriculum</i></li> </ul> <p><b>RME;</b></p> <ul style="list-style-type: none"> <li>i. <i>Seminar</i></li> <li>ii. <i>Questions &amp; Answers</i></li> </ul> <p><b>Geography;</b></p> <ul style="list-style-type: none"> <li>i. <i>Nature of global vegetation</i></li> <li>ii. <i>Factors influencing vegetation growth</i></li> </ul> <p><b>History;</b></p> <ul style="list-style-type: none"> <li>i. <i>Citation/footnoting, dating, chronology and periodization</i></li> </ul>	<p>1.5 Identify and discuss the distinctive features of lesson 10 of each course from the course manuals.</p> <p><b>Examples:</b>  <i>Distinctive features in lesson ten of:</i></p> <p><b>Social Studies;</b></p> <ul style="list-style-type: none"> <li>i. <i>The Social Studies Curriculum (CCP), Gender and Inclusivity</i></li> <li>ii. <i>Qualities Required of the Teacher to Effectively Teach the JHS and SHS Common core curriculum</i></li> </ul> <p><b>RME;</b></p> <ul style="list-style-type: none"> <li>i. <i>Seminar</i></li> <li>ii. <i>Questions &amp; Answers</i></li> </ul> <p><b>Geography;</b></p> <ul style="list-style-type: none"> <li>i. <i>Nature of global vegetation</i></li> <li>ii. <i>Factors influencing vegetation growth</i></li> </ul> <p><b>History;</b></p> <ul style="list-style-type: none"> <li>i. <i>Citation/footnoting, dating, chronology and periodization</i></li> </ul>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Guide tutors to brainstorm for the likely new learning that student teachers will derive from lesson ten in each course.</p> <p><b>CONCEPTS</b>  <b>Examples:</b>  <b>RME: Non-Religious (Secular) Sources of Morality:</b>  <i>i. religious faith</i>  <i>ii. Secular, morality</i></p> <p><b>Social Studies:</b>  <b>Contributions of state owned and private enterprise to national development:</b></p> <p><i>i. State owned enterprises</i>  <i>ii. Private enterprises</i></p> <p><b>Geography:</b>  <b>Tourism Planning:</b>  <i>i. Concept of tourism</i>  <i>ii. Concept of recreation</i></p> <p><b>History:</b>  <b>Women traditional leaders:</b>  <i>i. The concept of traditional gender roles</i>  <i>ii. Women in politics</i></p> <p><b>Possible Barriers</b></p> <p>2.2 Ask tutors in their subject areas to identify the possible barriers to the teaching and learning of lesson 10 in each course.</p>	<p>2.1 In your subject groups, brainstorm for the likely new learning that student teachers will derive from lesson ten in each course.</p> <p><b>CONCEPTS</b>  <b>Examples:</b>  <b>RME: Non-Religious (Secular) Sources of Morality:</b>  <i>i. Religious faith</i>  <i>ii. Secular, morality</i></p> <p><b>Social Studies:</b>  <b>Contributions of state owned and private enterprise to national development:</b></p> <p><i>i. State own enterprises</i>  <i>ii. Private enterprises</i></p> <p><b>Geography:</b>  <b>Tourism Planning:</b>  <i>i. Concept of tourism</i>  <i>ii. Concept of recreation</i></p> <p><b>History:</b>  <b>Women traditional leaders:</b>  <i>i. The concept of traditional gender roles</i>  <i>ii. Women in politics</i></p> <p><b>Possible Barriers</b></p> <p>2.1 Identify the possible barriers to the teaching and learning of lesson 10 in each course.</p>	<p><b>15 mins</b></p>
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	<p><b>Examples</b> <b>History:</b> <i>Student teachers may exhibit signs of gender bias and intolerance and may not be ready to unlearn and relearn new ideas.</i></p> <p><b>Geography:</b> <i>Generally, students often have less difficulty applying human geography concepts but lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p><b>RME:</b> <i>Student teachers could be more loyal to values emanating from their religious faith and could show less interest in secular sources of morality.</i></p> <p><b>Social Studies:</b> <i>Student-teachers with weak economics background may have difficulties understanding some of the concepts</i></p>	<p><b>Examples</b> <b>History:</b> <i>Student teachers may exhibit signs of gender bias and intolerance and may not be ready to unlearn and relearn new ideas.</i></p> <p><b>Geography:</b> <i>Generally, students often have less difficulty applying human geography concepts but lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p><b>RME:</b> <i>Student teachers could be more loyal to values emanating from their religious faith and could show less interest in secular sources of morality.</i></p> <p><b>Social Studies:</b> <i>Student-teachers with weak economics background may have difficulties understanding some of the concepts</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> </ul>	<p>3.1 Ask tutors to refer to their respective course manuals in their subject groups to discuss the teaching and learning activities in lesson ten and how they could use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p>	<p>3.1 Refer to your course manuals in your subject groups and discuss the teaching and learning activities in lesson ten and how you can use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> </ul> </li> </ul>	<p>3.2 Ask tutors to read over the teaching and learning activities in lesson 10 and identify possible areas they may need clarification.</p> <p>3.3 Lead tutors in discussion of how to assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Lead tutors to examine the teaching and learning activities in lesson 10 and explain how they integrate issues of GESI, ICT and the 21st Century Skills.</p> <p><b>Examples:</b> <b>GESI:</b></p> <ul style="list-style-type: none"> <li>• <i>Assigning leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language Eg. Chairperson instead of chairman</i></li> <li>• <i>Avoiding gender stereotyping</i></li> <li>• <i>Using mixed-ability grouping</i></li> <li>• <i>Paying special attention to student teachers with disabilities. Eg.</i></li> </ul>	<p>3.2 In your groups, read the teaching and learning activities provided in lesson 10 of each of the courses and identify possible areas you may need clarification.</p> <p>3.3 Discuss how you will assist student teachers to be able to use some of these teaching and learning activities during their STS and in teaching the Basic School Curriculum.</p> <p>3.4 Examine the teaching and learning activities in lesson 10 and explain how you integrate issues of GESI, ICT and the 21st Century Skills.</p> <p><b>Examples:</b> <b>GESI:</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language E.g., Chairperson instead of chairman</i></li> <li>• <i>Avoid gender stereotyping</i></li> <li>• <i>Using mixed-ability grouping</i></li> <li>• <i>Paying special attention to student teachers with disabilities. E.g.,</i></li> </ul>	
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<ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>Hearing impairment, visual impairment, and physical disability.</i></p> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>● <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>● <i>Digital literacy skills</i></li> <li>● <i>Communication and Collaboration skills</i></li> <li>● <i>Leadership and personal development</i></li> <li>● <i>Critical thinking and problem-solving skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> <p>3.5 Ask tutors in their respective groups to identify and discuss the continuous assessment opportunities in lesson ten of each of the courses.</p> <p><b>Examples</b> <b>Geography:</b></p> <ul style="list-style-type: none"> <li>● <i>Student teachers submit field notes from STS for grading.</i></li> <li>● <i>Student-teacher role plays a visit to a tourist site to reflect inclusivity, creativity and pedagogical content knowledge.</i></li> </ul>	<p><i>Hearing impairment, visual impairment, and physical disability.</i></p> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>● <i>Assist student teachers to do presentations using PowerPoint. Google search, use their smart phones, etc.</i></li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>● <i>Digital literacy skills</i></li> <li>● <i>Communication and Collaboration skills</i></li> <li>● <i>Leadership and personal development</i></li> <li>● <i>Critical thinking and problem-solving skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> <p>3.5 In your subject area groups, identify and discuss the continuous assessment opportunities in lesson ten of each of the courses.</p> <p><b>Examples</b> <b>Geography:</b></p> <ul style="list-style-type: none"> <li>● <i>Student teachers submit field notes from STS for grading.</i></li> <li>● <i>Student-teacher role plays a visit to a tourist site to reflect inclusivity, creativity and pedagogical content knowledge.</i></li> </ul>	
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	<p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Student teachers should be tasked to write an essay on how they will follow acceptable procedure to create classroom rules and regulations through consensus building.</i></li> <li>• <i>Student teachers tender in written essay for scoring and grading.</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>Write a two-page research paper on women personalities and their unique roles and contributions in the history of Ghana.</i></li> <li>• <i>Carry out a practical activity using the computer to show how to engage in technicalities in doing a historical work.</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>The use of observation check list and award marks to groups during discussion.</i></li> <li>• <i>In groups, student teachers create concept map to identify and explain the contributions of state-owned</i></li> </ul>	<p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Student teachers should be tasked to write an essay on how they will follow acceptable procedure to create classroom rules and regulations through consensus building.</i></li> <li>• <i>Student teachers tender in written essay for scoring and grading.</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>Write a two-page research paper on women personalities and their unique roles and contributions in the history of Ghana.</i></li> <li>• <i>Carry out a practical activity using the computer to show how to engage in technicalities in doing a historical work.</i></li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>The use of observation checklist and award marks to groups during discussion.</i></li> <li>• <i>In groups, student teachers create concept map to identify and explain the contributions of state-owned</i></li> </ul>	
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	<p><i>enterprise to national development.</i></p> <p>3.6 Guide participants to identify relevant teaching and learning resources that can be used to teach lesson 10 in respect of each course.</p> <p><b>Examples:</b> WhatsApp Groups, Telegram Groups, YouTube, Projectors, Smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</p>	<p><i>enterprise to national development.</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson ten in respect of each course.</p> <p><b>Examples:</b> WhatsApp Groups, Telegram Groups, YouTube, projectors, smartphones, MOOCS, OASIS, Text Books, Videos, Moodle Class, Zoom, etc.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to individually write down what they have learned in the PD session and share with their colleagues.</p> <p>4.2 Ask each tutor to identify a critical friend to observe their lesson eleven and give feedback to them.</p> <p>4.3 Ask tutors if they still have some issues concerning lesson eleven that need further clarification.</p> <p>4.4 Ask tutors to read lesson 11 in the course manual and prepare in advance for the next PD session.</p>	<p>4.1 Individually, write down what you have learned during the PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson eleven and give feedback to you.</p> <p>4.3 Do you still have some issues concerning lesson eleven that need further clarification?</p> <p>4.4 For our next PD session, you are required to read lesson 11 in the course manual and prepare advance.</p>	<b>15 mins</b>

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

### LESSON TWO TOPICS:

SUBJECT:	COURSE	TOPIC
1. <b>GEOGRAPHY:</b>	a. Biophysical Environment: b. Fundamentals of Human Geography	Weathering Process Environment and Culture
2. <b>HISOTRY:</b>	a. Political History of Ghana:  b. Introduction to the Study of History:	Emergence of Traditional States and Kingdoms(I) Evolution of History as a discipline II
3. <b>SOCIAL STUDIES:</b>	a. Introduction to Social Studies:  b. Population and Economic: Development in Ghana	Implications for Teaching and Learning Social Studies  Understanding, Distribution and Consumption Patterns in Ghana
4. <b>RME</b>	a. Introduction to Religious and: Moral Education  b. Introduction to Christian Religion:	Nature of RME II  Christian Scriptures (Bible)

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and</li> </ul>	1.1 Ask tutors to take pieces of papers to write down any two ways that the PD session 10 impacted on their teaching of lesson	1.1 Take pieces of papers and write down any two ways that the PD session 10 impacted on your teaching of lesson 10–	<b>20 mins</b>

<p>lessons learned</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>10 – reflection on PD session 10</p> <p>1.2 Allow three minutes for any three volunteers to share with the group what they have written down.</p> <p>1.3 Allow five minutes for three critical friends to report their observations on the delivery of lesson 10 of the various course areas for brief discussion by the house</p> <p>1.4 Ask tutors to sit in their various subject areas for the rest of the discussion: Geography, History, Social studies and RME</p> <p>1.5 Ask tutors to refer to their respective course manuals to read the introduction portions including the lesson description to the learning outcomes and indicators</p> <p><b>Examples of course descriptions:</b>  <i>Geography (Bio): The lesson provides the Tutor and Student-Teacher the opportunity to be abreast with the external processes that shape the surface landscape.</i></p>	<p>reflection on PD session 10</p> <p>1.2 In three minutes, let us have any three volunteers to share with the group what they have written down.</p> <p>1.3 In five minutes, let us have three critical friends' report on their observations on the delivery of lesson 10 of the various course areas for brief discussion by the house</p> <p>1.4 Sit in your various subject areas for the rest of the discussion: Geography, History, Social studies and RME.</p> <p>1.5 Refer to your respective course manuals to read the introduction portions including the lesson description to the learning outcomes and indicators</p> <p><b>Examples of course descriptions:</b>  <i>Geography (Bio): The lesson provides the Tutor and Student-Teacher the opportunity to be abreast with the external processes that shape the surface landscape.</i>  <i>Human Geog: The lesson</i></p>	
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<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p><b>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</b></p>	<p><i>Human geog: The lesson expands the student-teacher's knowledge on the relationship between environment and culture.</i></p> <p><b>History (a):</b> <i>It is to account for the traditions of origin of the northern states and the factors leading to the rise of these states.</i></p> <p><b>Social Studies(a):</b> <i>lesson focuses on the links between production, distribution and consumption of goods and services, and the processes of production and exposes student-teachers to how to teach the basic school curriculum.</i></p> <p><b>RME:</b> <i>In this lesson, the focus will be on appreciating the history of RME and how it has changed over time and space.</i></p> <p><b>Examples of LOs:</b>  <b>Geography (Bio):</b> <i>Exhibit knowledge of types of weathering processes</i></p> <p><b>Human Geog:</b> <i>Demonstrate understanding of environmental determinism</i>  <b>History (a):</b> <i>Demonstrate knowledge of the factors that led to the rise of the Mole-Dagbani and Gonja States</i></p> <p><b>Social Studies (a):</b> <i>Examine the implications of the</i></p>	<p><i>expands the student-teacher's knowledge on the relationship between environment and culture.</i></p> <p><b>History (a):</b> <i>It is to account for the traditions of origin of the northern states and the factors leading to the rise of these states.</i></p> <p><b>Social studies (a):</b> <i>lesson focuses on the links between production, distribution and consumption of goods and services, and the processes of production and exposes student-teachers to how to teach the basic school curriculum.</i></p> <p><b>RME:</b> <i>The focus this lesson will be on appreciating the history of RME and how it has changed over time and space.</i></p> <p><b>Examples of LOs:</b>  <b>Geography (Bio):</b> <i>Exhibit knowledge of types of weathering processes</i></p> <p><b>Human Geog:</b> <i>Demonstrate understanding of environmental determinism</i>  <b>History (a):</b> <i>Demonstrate knowledge of the factors that led to the rise of the Mole-Dagbani and Gonja States</i></p> <p><b>Social Studies (a):</b> <i>Examine the implications of the</i></p>	
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	<p><i>definition of Social Studies as:</i></p> <p><i>(i) Citizenship transmission</i>  <i>(ii) Integration of the social sciences; and</i>  <i>(iii) Reflective Inquiry for the teaching and learning of the subject.</i></p> <p><b>RME (a):</b> <i>Produce a chart containing a timeline of events relating to the transformations in RME</i></p> <p>1.6 Ask tutors to refer to lesson 2 in their course manuals to identify the distinctive features of each of the lessons.</p> <p><b>Distinctive features:</b>  <b>Examples:</b>  <b>Geography (a):</b>  <i>i. Meaning of weathering</i>  <i>ii. Types of weathering</i>  <i>iii. Weathering processes</i>  <i>Human Geog.</i>  <i>i. Meaning of environment</i>  <i>ii. Environmental determinism,</i>  <i>iii. Possibilism and probabilism</i></p> <p><b>History (b):</b>  <i>i. Origin of the Mole-Dagbani States</i>  <i>ii. The origin of the Gonja state</i>  <i>iii. Factors that led to the rise of the states</i></p> <p><b>RME (b):</b>  <i>i. The scripture</i>  <i>ii. Organization of the Old</i></p>	<p><i>definition of Social Studies as:</i></p> <p><i>(i) Citizenship transmission</i>  <i>(ii) Integration of the social sciences; and</i>  <i>(iii) Reflective Inquiry for the teaching and learning of the subject.</i></p> <p><b>RME (a):</b> <i>Produce a chart containing a timeline of events relating to the transformations in RME</i></p> <p>1.6 Refer to lesson 2 in your course manuals to identify the distinctive features of each of the lesson 2.</p> <p><b>Distinctive features:</b>  <b>Examples:</b>  <b>Geography (a):</b>  <i>i. Meaning of weathering</i>  <i>ii. Types of weathering</i>  <i>iii. Weathering processes</i>  <i>Human Geog.</i>  <i>i. Meaning of environment</i>  <i>ii. Environmental determinism,</i>  <i>iii. Possibilism and probabilism</i></p> <p><b>History (b):</b>  <i>i. Origin of the Mole-Dagbani States</i>  <i>ii. The Origin of the Gonja State</i>  <i>iii. Factors that led to the rise of the states</i></p> <p><b>RME (b):</b>  <i>i. The scripture</i>  <i>ii. Organization of the Old</i></p>	
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	<p><i>Testament</i></p> <p><i>iii. Organization of the New Testament</i></p> <p><i>iv. Creative composition</i></p> <p><b>Social Studies:</b></p> <p><i>i. Meaning of production, distribution and consumption</i></p> <p><i>ii. Types of production processes</i></p> <p><i>iii Factors of production</i></p> <p>1.7 Ask tutors to discuss in their respective subject areas and bring out any aspect of lesson 11 that needs clarification for further discussion by the larger group</p>	<p><i>Testament</i></p> <p><i>iii. Organization of the New Testament</i></p> <p><i>iv. Creative composition</i></p> <p><b>Social Studies:</b></p> <p><i>i. Meaning of production, distribution and consumption</i></p> <p><i>ii. Types of production processes</i></p> <p><i>iii. Factors of production</i></p> <p>1.7 Discuss in your respective subject areas and bring out any aspect of lesson 11 that needs clarification for further discussion by the larger group</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p><b>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</b></p>	<p>2.1 Ask tutors and brainstorm to bring out the concepts that are to be developed or learned in the lesson 11 of each of the various courses</p> <p><b>Examples of concepts:</b></p> <p><b>Geography (Bio):</b> <i>Weathering, processes, biological weathering, mechanical weathering</i></p> <p><b>Human Geog:</b> <i>Environment, determinism, possibilism, probabilmism</i></p> <p><b>History (b):</b> <i>Nature of history, historical concepts, contemporary, society</i></p>	<p>2.1 Brainstorm and bring out the concepts that are to be developed or learned in the lesson 11 of each of the various courses</p> <p><b>Examples of concepts:</b></p> <p><b>Geography (Bio):</b> <i>Weathering, processes, biological weathering, mechanical weathering</i></p> <p><b>Human Geog:</b> <i>Environment, determinism, possibilism, probabilmism</i></p> <p><b>History (b):</b> <i>Nature of history, historical concepts, contemporary, society</i></p>	<b>15 mins</b>

	<p><b>Social Studies (a):</b> <i>Citizenship, perspectives, implications</i></p> <p><b>RME (b):</b> <i>Christian Religion, Christian Scriptures, nature of Bible, Old Testament, New Testament</i></p> <p><b>Possible Barriers</b> 2.2 Ask tutors to shower thought in their respective subject areas on the possible barriers to student-teachers in learning lesson 11 in the various courses</p> <p><b>Examples of possible barriers to learning:</b></p> <p><b>Geography (Bio):</b> <i>The barrier will be the inability of student teachers to openly observe physical and biological weathering processes</i></p> <p><b>Human Geog:</b> <i>Lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p><b>History (a):</b> <i>Identifying some of the major areas where these states settled could be a problem</i></p> <p><b>Social Studies (a):</b> <i>Misconceptions about Social Studies and the orientation of Tutors/Lecturers and heads of the CoEs</i></p>	<p><b>Social Studies (a):</b> <i>Citizenship, perspectives, implications</i></p> <p><b>RME (b):</b> <i>Christian Religion, Christian Scriptures, nature of Bible, Old Testament, New Testament</i></p> <p><b>Possible Barriers</b> 2.2 Shower thought in your respective subject areas on the possible barriers to student-teachers in learning lesson 11 in the various courses</p> <p><b>Examples of possible barriers to learning:</b></p> <p><b>Geography (Bio):</b> <i>The barrier will be the inability of student teachers to openly observe physical and biological weathering processes</i></p> <p><b>Human Geog:</b> <i>Lack of funds and logistics to undertake field studies could be a barrier.</i></p> <p><b>History (a):</b> <i>Identifying some of the major areas where these states settled could be a problem</i></p> <p><b>Social Studies (a):</b> <i>Misconceptions about Social Studies and the orientation of Tutors/Lecturers and heads of the CoEs</i></p>	
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	<p><b>RME (b):</b> <i>Christian students might find the Bible too sacred to be used for academic exercise. They might also find criticisms such as The Bible being “male-centric”, offensive.</i></p> <p>2.3 Ask tutor to brainstorm in their subject based groups to suggest effective ways these barriers could be managed to promote effective learning</p>	<p><b>RME (b):</b> <i>Christian students might find the Bible too sacred to be used for academic exercise. They might also find criticisms such as The Bible being “male-centric”, offensive.</i></p> <p>2.3 Brainstorm in your subject based groups to suggest effective ways these barriers could be managed to promote effective learning</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1 Ask tutors in their respective subject based groups to read and discuss the teaching and learning activities outlined in their course manual for lesson 11</p> <p><b>Examples of teaching learning activities/strategies</b> <b>Geography (a):</b> <i>Small group discussion, brainstorming, group presentation using power point, watching videos and discussing the content</i></p> <p><b>History (a):</b> <i>Role play, dramatization, brainstorming, group presentations</i></p> <p><b>Social Studies (a):</b> <i>Simulation, differentiated task groupings, small group discussion</i></p>	<p>3.1 In your subject based groups read and discuss the teaching and learning activities outlined in you course manual for lesson 11</p> <p><b>Examples of teaching learning activities/strategies</b> <b>Geography (a):</b> <i>Small group discussion, brainstorming, group presentation using power point, watching videos and discussing the content</i></p> <p><b>History (a):</b> <i>Role play, dramatization, brainstorming, group presentations</i></p> <p><b>Social Studies (a):</b> <i>Simulation, differentiated task groupings, small group discussion</i></p>	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	<p><b>RME (b):</b>  <i>Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the term Scripture. Small group discussions, Group assignment and presentation etc</i></p> <p>3.2 Ask tutors to discuss in their subject based groups and identify areas and activities that need clarifications and share them for the larger group to discuss.</p> <p>3.3 Ask tutors to shower thought on how to assist the student teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the Basic School Curriculum of the various subject areas</p> <p>3.4 Lead tutors to brainstorm how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the Basic School Curriculum in the various subject areas</p>	<p><b>RME (b):</b>  <i>Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the term Scripture. Small group discussions, Group assignment and presentation etc</i></p> <p>3.2 Discuss in your subject based groups and to identify areas and activities that need clarifications and share them for the larger group to discuss.</p> <p>3.3 Shower thought on how to assist the student teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the Basic School Curriculum of the various subject areas</p> <p>3.4 Brainstorm how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the Basic School Curriculum in the various subject areas</p>	
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<ul style="list-style-type: none"> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next</li> </ul>	<p><b>Example:</b> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21<sup>st</sup> century skills</i></p> <p><b>Examples of GESI:</b> <i>i. In using small group discussions, each group should have both males and females adequately represented, people with mixed abilities among others.</i> <i>ii. Leadership roles should be assigned to both males and females as well as people with disabilities</i> <i>iii Tutors and student teachers should identify people with special needs and assist them appropriately in terms of materials, seating position in class, encouragement etc</i></p> <p><b>ICT:</b> <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i> <i>Doing group presentation using power point.</i></p> <p><b>21<sup>st</sup> century skills to be developed include:</b> <i>i. Digital literacy skills</i> <i>ii. Leadership and collaborative skills</i> <i>iii. Communication skills</i> <i>iv. Critical thinking and problem-solving skill</i> <i>v. Creativity and innovation etc</i></p>	<p><b>Example:</b> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21st century skills</i></p> <p><b>Examples of GESI:</b> <i>i. In using small group discussions, each group should have both males and females adequately represented, people with mixed abilities among others.</i> <i>ii. Leadership roles should be assigned to both males and females as well as people with disabilities</i> <i>iii. Tutors and student teachers should identify people with special needs and assist them appropriately in</i></p> <p><b>ICT:</b> <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i> <i>Doing group presentation using power point.</i></p> <p><b>21st century skills to be developed include:</b> <i>i. Digital literacy skills</i> <i>ii. Leadership and collaborative skills</i> <i>iii. Communication skills</i> <i>iv. Critical thinking and problem-solving skill</i> <i>v. Creativity and innovation etc</i></p>	
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<p>lesson for student teachers</p>	<p>3.5 Ask tutors to refer to the respective course manuals to read and discuss the assessment opportunities in the lesson 11 of each course. These assessments items should be in line with the NTEAP.</p> <p><b>Example:</b> <b>Biophysical environment:</b> <i>i. Define weathering and discuss the processes and agents responsible for rock weathering</i></p> <p><b>Human geography:</b> <i>ii. Student-teachers make a group presentation on determinism, possibilism and probabilism as well as the identification of some relevant environmental concepts to assess core skills such as enquiry, critical thinking and collaboration.NTS.1a.</i></p> <p><b>History (b):</b> <i>Student teachers present a one-page summary of the evolution of history as a discipline at the end of the lesson.</i></p> <p><b>Social Studies (b):</b> <i>The use of observation scales and award marks to groups based on the power point presentations</i></p> <p><b>RME(b)</b> <i>Creative Composition:</i></p>	<p>3.5 Refer to the respective course manuals and read and discuss the assessment opportunities in lesson 11 of each course. These assessments items should be in line with the NTEAP.</p> <p><b>Example:</b> <b>Biophysical environment:</b> <i>i. Define weathering and discuss the processes and agents responsible for rock weathering</i></p> <p><b>Human geography:</b> <i>ii. Student-teachers make a group presentation on determinism, possibilism and probabilism as well as the identification of some relevant environmental concepts to assess core skills such as enquiry, critical thinking and collaboration. NTS.1a.</i></p> <p><b>History (b):</b> <i>Student teachers present a one-page summary of the evolution of history as a discipline at the end of the lesson.</i></p> <p><b>Social Studies (b):</b> <i>The use of observation scales and award marks to groups based on the power point presentations</i></p> <p><b>RME(b)</b> <i>Creative Composition:</i></p>	
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	<p><i>Student creative compositions will be scored and graded</i></p> <p>3.6 Ask tutors to shower thought to identity teaching learning resources that will assist in the effective delivery of the lesson 11 in each course area.</p> <p><b>Examples:</b>  <i>Biophysical environment-Geog</i>  <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers, projectors, students' smartphones etc</i>  <a href="https://www.youtube.com/watch?v=ytXKDQX36eU">https://www.youtube.com/watch?v=ytXKDQX36eU</a>  <a href="https://www.youtube.com/watch?v=5CusjLs4FME">https://www.youtube.com/watch?v=5CusjLs4FME</a>  <i>YouTube videos;</i>  <a href="http://yu.be/5Etcz834s9L">http://yu.be/5Etcz834s9L</a></p> <p><i>History and Social Studies</i>  <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera. B,. Some Secondary and Primary Sources (Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)</i></p>	<p><i>Student creative compositions will be scored and graded</i></p> <p>3.6 Shower thought to identity teaching learning resources that will assist in the effective delivery of the lesson 11 in each course area.</p> <p><b>Examples:</b>  <i>Biophysical environment-Geog</i>  <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers, projectors, students' smartphones etc</i>  <a href="https://www.youtube.com/watch?v=ytXKDQX36eU">https://www.youtube.com/watch?v=ytXKDQX36eU</a>  <a href="https://www.youtube.com/watch?v=5CusjLs4FME">https://www.youtube.com/watch?v=5CusjLs4FME</a>  <i>YouTube videos;</i>  <a href="http://yu.be/5Etcz834s9L">http://yu.be/5Etcz834s9L</a></p> <p><i>History and Social Studies</i>  <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera. B,. Some Secondary and Primary Sources: (Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness, articles, Videotapes, Speeches, Photographs, Artifacts).</i></p>	
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	<p><b>Social Studies:</b>  <b>Note:</b> All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos, photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</p>	<p><b>Social Studies:</b>  <b>Note:</b> All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos, photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to recap the key ideas learned in today's PD session especially; teaching activities, resources needed for the lesson, GESI and ICT integration etc</p> <p>4.2 Ask tutors to ask questions for further clarifications if there are still some issues unresolved</p> <p>4.3 Ask each tutor to identify a critical friend to observe his or her lesson and to give feedback in the next PD session</p> <p>4.4 Encourage tutors to continue to discuss any outstanding issue not resolved using WhatsApp, telegram and other platforms.</p> <p>4.5 Ask tutors to study lesson 12 and gather necessary resources for the next PD session.</p>	<p>4.1 Recap the key ideas learned in today's PD session especially, teaching activities, resources needed for the lesson, GESI and ICT integration etc</p> <p>4.2 Are there still some issues unresolved that you need clarification?</p> <p>4.3 Identify a critical friend each to observe your lessons and to give feedback in the next PD session</p> <p>4.4 Let's continue to discuss any outstanding issue not resolved using WhatsApp, telegram and other platforms.</p> <p>4.5 Study lesson 12 and gather necessary resources for the next PD session.</p>	<b>15 mins</b>

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

### LESSON TOPICS:

SUBJECT:	COURSE	TOPIC
<b>1. GEOGRAPHY</b>	a. Biophysical environment: b. Fundamentals of human geography:	a. Course wrap up b. Course wrap up
<b>2. HISOTRY</b>	a. Political history of Ghana: b. Introduction to the study of history:	a. Course Review b. Course Review
<b>3. SOCIAL STUDIES</b>	a. Introduction to Social Studies: b. Population and Economic: Development in Ghana	a. Revision b. Differences and Similarities among Forms of Assessment
<b>4. RME</b>	a. Introduction to Religious and: Moral Education  b. Introduction to Christian Religion:	a. Spiritual Development and Religious growth of young people I  b. Term Paper Presentation

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and</li> </ul>	1.1 Ask tutors to reflect on PD session 11 by writing down any two ways that it impacted on their teaching in the class room	1.1 Take pieces of paper and write down any two ways that the PD session 11 impacted on your teaching of lesson 11 – reflection on PD session 11	<b>20 mins</b>

<p>lessons learned</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.2 Request of any volunteers to share what they have written with the group</p> <p>1.3 Ask some critical friends to report their observations on the delivery of lesson 11 of some tutors of the various course areas for brief discussion by the house (5minutes)</p> <p>1.4 Ask tutors to sit in groups based on their subject areas: Geography, History, Social studies and RME</p> <p>1.5 Ask tutors to brainstorm to identify student teachers prior learning on the various topics of respective subject areas</p> <p><b>Examples of Prior learning: Geography (Bio):</b> <i>Student teachers have had lessons learnt from lesson 1 through the semester using all the learning approaches</i></p> <p><b>Human Geog:</b> <i>Student-teachers have learnt from lesson one through to lesson 11 in all learning approaches. These include: The approaches to the study of human geography, environment and culture, environmental</i></p>	<p>1.2 A volunteer should share what you have written with the group.</p> <p>1.3 Let us have some volunteer’s critical friends report on their observations on the delivery of lesson 11 of the various course areas for brief discussion by the house</p> <p>1.4 Sit in smaller groups based on your subject areas: Geography, History, Social studies and RME.</p> <p>1.5 Brainstorm to identify the student teachers prior learning on the topics of the respective subject areas</p> <p><b>Examples of Prior learning: Geography (Bio):</b> <i>Student teachers have had lessons learnt from lesson 1 through the semester using all the learning approaches</i></p> <p><b>Human Geog:</b> <i>Student-teachers have learnt from lesson one through to lesson 11 in all learning approaches. These include: The approaches to the study of human geography, environment and culture, environmental</i></p>	
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	<p><i>modification, urbanisation and development, industrial growth and development etc</i></p> <p><b>History:</b> <i>Lessons learnt from lesson 1 through the semester using all the learning approaches.</i></p> <p><b>Social Studies:</b> <i>Student Teachers are familiar with all 11 lessons treated and may be able to connect the information in order to better optimize learning.</i></p> <p><b>RME:</b> <i>Student teachers have experienced activities of Christian fanatics either as listeners of news and/or as direct victims.</i> <i>--Student-teachers have been introduced to the nature of spirituality as well as religious and spiritual practices and their values.</i></p> <p>1.6 Ask tutors to refer to their respective course manuals to read out the CLOs and CLIs from the first lessons and note them down for discussions.</p> <p>1.7 Ask tutors to refer to their respective course</p>	<p><i>modification, urbanisation and development, industrial growth and development etc</i></p> <p><b>History:</b> <i>Lessons learnt from lesson 1 through the semester using all the learning approaches.</i></p> <p><b>Social Studies:</b> <i>Student Teachers are familiar with all 11 lessons treated and may be able to connect the information in order to better optimize learning</i></p> <p><b>RME:</b> <i>Student teachers have experienced activities of Christian fanatics either as listeners of news and/or as direct victims.</i> <i>--Student-teachers have been introduced to the nature of spirituality as well as religious and spiritual practices and their values.</i></p> <p>1.6 Refer to your respective course manuals to read out the CLOs and CLIs from the first lesson and note them down for discussion</p> <p>1.7 Refer to your course manuals to read out the</p>	
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	<p>manuals to read the introduction portions including the lesson description to the learning outcomes and indicators of lesson 12</p> <p><b>Examples of course descriptions:</b>  <b>Geography (Bio):</b>  <i>The lesson is a review and audit of the various lessons for the semester. It is expected that student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some the concept discussed during the various lessons.</i></p> <p><b>History:</b>  <i>It is expected that student teachers in the course of the lesson, will reflect on their own progress in the course throughout the semester and ask for clarification of some of the concepts discussed throughout the semester.</i></p> <p><b>Social Studies:</b>  <i>This constitutes the last lesson and involves a revision of what has been learned in the course of the semester</i></p>	<p>introduction portions including the lesson description to the learning outcomes and indicators of lesson 12</p> <p><b>Examples of course descriptions:</b>  <b>Geography (Bio):</b>  <i>The lesson is a review and audit of the various lessons for the semester. It is expected that student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some the concept discussed during the various lessons.</i></p> <p><b>History (a):</b>  <i>it is expected that student teachers in the course of the lesson, will reflect on their own progress in the course throughout the semester and ask for clarification of some of the concepts discussed throughout the semester.</i></p> <p><b>Social Studies:</b>  <i>This constitutes the last lesson and involves a revision of what has been learned in the course of the semester</i></p>	
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<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><b>RME:</b>  <i>In this lesson, student teachers present on fanaticism in Christianity, a topic they have been working on throughout the semester. Opportunities will be created in these presentations for Tutors to revise and highlight all the content areas that have been learnt through the semester.</i></p> <p><b>Examples of LOs:</b>  <b>Geography (Bio):</b>  <i>Identify weakness and strengths in learning the course Biophysical Environmental Systems lesson for the period under review.</i></p> <p><b>Human Geog:</b>  <i>Be able to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies.</i></p> <p><b>History (a):</b>  <i>Exhibit knowledge on how to correct misconception/misinformation for earlier (lesson 1 – 12) lessons and discuss with the student teachers the various areas to develop their thought.</i></p> <p><b>Social Studies (a):</b>  <i>Demonstrate knowledge and understanding of what</i></p>	<p><b>RME:</b>  <i>In this lesson, student teachers present on fanaticism in Christianity, a topic they have been working on throughout the semester. Opportunities will be created in these presentations for Tutors to revise and highlight all the content areas that have been learnt through the semester.</i></p> <p><b>Examples of LOs:</b>  <b>Geography (Bio):</b>  <i>Identify weakness and strengths in learning the course Biophysical Environmental Systems lesson for the period under review.</i></p> <p><b>Human Geog:</b>  <i>Be able to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies.</i></p> <p><b>History (a):</b>  <i>Exhibit knowledge on how to correct misconception/misinformation for earlier (lesson 1 – 12) lessons and discuss with the student teachers the various areas to develop their thought.</i></p> <p><b>Social Studies (a)</b>  <i>Demonstrate knowledge and understanding of</i></p>	
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	<p><i>has been learned in the course and apply that knowledge in teaching the Basic School Curriculum.</i></p> <p><b>RME (a):</b>  <i>Demonstrate knowledge and understanding ways of expressing spirituality and religious growth of learners</i></p> <p><i>Provide an analysis of the implications for the study of spiritual development and religious growth of learners.</i></p> <p>1.8 Ask tutors in their respective group to discuss the lesson 12 lesson outcomes and indicators and relate them to the CLOs and the CLIs</p> <p>1.9 Ask tutors to refer to lesson 12 in their course manuals to identify the distinctive features of each of the lessons.</p> <p><b>Distinctive features:</b>  <b>Examples</b>  <b>Geography (a):</b>  <i>Review the level of understanding of the lessons on: topics such as introduction to the study of physical geography, weather and climate, realms of the earth, hydrosphere, vegetation, etc</i></p>	<p><i>what has been learned in the course and apply that knowledge in teaching the Basic School Curriculum</i></p> <p><b>RME (a):</b>  <i>Demonstrate knowledge and understanding ways of expressing spirituality and religious growth of learners</i></p> <p><i>Provide an analysis of the implications for the study of spiritual development and religious growth of learners.</i></p> <p>1.8 Discuss the lesson 12 lesson outcomes and indicators and relate them to the CLOs and the CLIs</p> <p>1.9 Refer to lesson 12 in your course manuals to identify the distinctive features of each of the lessons.</p> <p><b>Distinctive features:</b>  <b>Examples:</b>  <b>Geography (a):</b>  <i>Review the level of understanding of the lessons on: topics such as introduction to the study of physical geography, weather and climate, realms of the earth, hydrosphere, vegetation, etc</i></p>	
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	<p><b>History (b):</b> <i>Reviewing the understanding of the student teachers of the lessons covered throughout the semester and remedies to course topics</i></p> <p><b>Social Studies:</b> <i>Reviewing the understanding of student teachers' lessons 1 to 11.</i></p> <p><b>RME (b):</b> <i>Factors that shape the religious growth of a person.</i> <i>Factors that Shape Children's Spirituality.</i></p> <p>1.10 Ask tutors to discuss in their respective subject areas and bring out any aspect of lesson 12 that need clarification for further discussion by the larger group</p>	<p><b>History (b):</b> <i>Reviewing the understanding of the student teachers of the lessons covered throughout the semester and remedies to course topics</i></p> <p><b>Social Studies:</b> <i>Reviewing the understanding of student teachers' lessons 1 to 11.</i></p> <p><b>RME (b):</b> <i>Factors that shape the religious growth of a person.</i> <i>Factors that Shape Children's Spirituality.</i></p> <p>1.10 Discuss in your respective subject areas and bring out any aspect of lesson 12 that need clarification for further discussion by the larger group</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need</li> </ul>	<p>2.1 Ask tutors to shower thought and bring out the concepts that are to be developed or learned in lesson 12 of each of the courses</p> <p><b>Examples of Concepts:</b> <b>Geography (Bio):</b> <i>Auditing, reviewing etc.</i></p> <p><b>History (b):</b> <i>Reflection, review, misconceptions, weaknesses, remedies</i></p>	<p>2.1 Shower thought and bring out the concepts that are to be developed or learned in lesson 12 of each of the courses</p> <p><b>Examples of Concepts:</b> <b>Geography (Bio):</b> <i>Auditing, reviewing, etc.</i></p> <p><b>History (b):</b> <i>Reflection, review, misconceptions, weaknesses, remedies</i></p>	<b>15 mins</b>

<p>to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Social Studies (a):</b> <i>Reviewing, misconceptions, understanding, clarification etc.</i></p> <p><b>RME (b):</b> Spirituality, religious growth, factors of growth etc</p> <p>2.2 Ask tutors to identify and discuss in their respective subject areas the possible barriers to student-teachers in learning lesson 12</p> <p><b>Examples of possible barriers to learning:</b> <b>Geography (Bio):</b> <i>Large class size Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.</i></p> <p><b>Human Geog:</b> <i>Some of the concepts not adequately dealt with due to time constraints. Also, some of the fears expressed by student-teachers were not adequately addressed</i></p> <p><b>History (a):</b> <i>Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.</i></p>	<p><b>Social Studies (a):</b> <i>Reviewing, misconceptions, understanding, clarification etc.</i></p> <p><b>RME (b):</b> <i>Spirituality, religious growth, factors of growth etc</i></p> <p>2.2 Identify and discuss in your respective subject areas the possible barriers to student-teachers in learning lesson 12</p> <p><b>Examples of possible barriers to learning:</b> <b>Geography (Bio):</b> <i>Large class size Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.</i></p> <p><b>Human Geog:</b> <i>Some of the concepts not adequately dealt with due to time constraints. Also, some of the fears expressed by student-teachers were not adequately addressed</i></p> <p><b>History (a):</b> <i>Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.</i></p>	
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	<p><b>Social Studies (a):</b> <i>Misconceptions that teachers can teach without lessons, knowing the content is enough to teach.</i></p> <p><b>RME (b):</b> <i>Student teachers might see fanaticism as too distant from themselves and might not appreciate how they occasionally exhibit traits of fanaticism.</i></p> <p>2.3 Ask tutor to brainstorm in their subject based groups to suggest effective ways these barriers could be managed to promote effective learning.</p>	<p><b>Social Studies (a):</b> <i>Misconceptions that teachers can teach without lessons, knowing the content is enough to teach.</i></p> <p><b>RME (b):</b> <i>Student teachers might see fanaticism as too distant from themselves and might not appreciate how they occasionally exhibit traits of fanaticism.</i></p> <p>2.3 Brainstorm in your subject based groups to suggest effective ways these barriers could be managed to promote effective learning.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1 Guide tutors in their respective subject based groups to read and discuss the teaching and learning activities outlined in their course manual for lesson 12.</p> <p><b>Examples of teaching learning activities/strategies</b></p> <p><b>Geography (a):</b> <i>Brainstorming with student – teachers to identify the weaknesses and strengths of student – teachers in the lessons 1 –12.</i></p>	<p>3.1 Read out and discuss the teaching and learning activities outlined in your course manual for lesson 12.</p> <p><b>Examples of teaching learning activities/strategies</b></p> <p><b>Geography (a):</b> <i>Brainstorming with student – teachers to identify the weaknesses and strengths of student – teachers in the lessons 1 – 12.</i></p>	<b>40 mins</b>

	<p><i>Initiate discussion/Talk for learning approach using groupings (Same ability and then mixed groups) to identify student – teachers’ strengths and weakness in the lessons learnt so far.</i></p> <p><i>The groups are provided with checklist on each topic so that they are able to list weaknesses and strengths.</i></p> <p><i>Small group discussion, brainstorming, group presentation using power point, watching videos and discussing the content</i></p> <p><b>History (a):</b> <i>Brainstorming with student– teachers to identify the weaknesses and strengths of student- teachers in lessons 1 – 12 bearing in mind the uniqueness and diversity among them.</i></p> <p><i>Working in groups and with the checklist student- teachers identify and record all possible weaknesses and strengths in the lessons learnt throughout the semester.</i></p> <p><b>Social Studies (a):</b> <i>With the aid of the LOs and LIs of the course, student-teachers use the</i></p>	<p><i>Initiate discussion/Talk for learning approach using groupings (Same ability and then mixed groups) to identify student – teachers’ strengths and weakness in the lessons learnt so far.</i></p> <p><i>The groups are provided with checklist on each topic so that they are able to list weaknesses and strengths.</i></p> <p><i>Small group discussion, brainstorming, group presentation using power point, watching videos and discussing the content</i></p> <p><b>History (a):</b> <i>Brainstorming with student – teachers to identify the weaknesses and strengths of student- teachers in lessons 1 – 12 bearing in mind the uniqueness and diversity among them.</i></p> <p><i>Working in groups and with the checklist student- teachers identify and record all possible weaknesses and strengths in the lessons learnt throughout the semester.</i></p> <p><b>Social Studies (a):</b> <i>With the aid of the LOs and LIs of the course, student-teachers use</i></p>	
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<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	<p><i>KWL technique to revise the previous lessons (i.e., from lesson 1 through to 11).</i></p> <ul style="list-style-type: none"> <li>• Shower thoughts</li> <li>• Concept maps</li> <li>• Small group activity</li> <li>• Questioning</li> </ul> <p><b>RME (b):</b> <i>Tutors assign student teachers to groups and assist them to reflect and document factors that shape religious growth of children and how these can influence their teaching.</i></p> <p><i>Student teachers will engage in a role play activity as part of this lesson.</i></p> <p><i>Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the new concepts. Small group discussions, Group assignment and presentation etc.</i></p> <p>3.2 Lead tutors to in their subject based groups to identify areas and activities that need clarifications and share them for discussion.</p> <p>3.3 Ask tutors to shower thought on how to assist</p>	<p><i>the KWL technique to revise the previous lessons (i.e., from lesson 1 through to 11).</i></p> <ul style="list-style-type: none"> <li>• Shower thoughts</li> <li>• Concept maps</li> <li>• Small group activity</li> <li>• Questioning</li> </ul> <p><b>RME (b):</b> <i>Tutors assign student teachers to groups and assist them to reflect and document factors that shape religious growth of children and how these can influence their teaching.</i></p> <p><i>Student teachers will engage in a role play activity as part of this lesson.</i></p> <p><i>Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the concepts. Small group discussions, Group assignment and presentation etc.</i></p> <p>3.2 Discuss in your subject based groups to identify areas and activities that need clarifications and share them for discussion.</p> <p>3.3 Shower thought on how to assist the student</p>	
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<ul style="list-style-type: none"> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> </ul>	<p>the student teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the basic school curriculum of the various subject areas</p> <p>3.4 let tutors to brainstorm how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the basic school curriculum in the various subject areas</p> <p><b>Example:</b> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21<sup>st</sup> century skills</i></p> <p><b>Examples of GESI</b></p> <p><i>i. In using small group discussions, each group should have males and females adequately well represented; each group should include people with mixed abilities among others.</i></p> <p><i>ii. Leadership roles should be assigned to both males and females as well as people with disabilities</i></p>	<p>teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the basic school curriculum of the various subject areas</p> <p>3.4 Brainstorm how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the basic school curriculum in the various subject areas</p> <p><b>Example:</b> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21<sup>st</sup> century skills</i></p> <p><b>Examples of GESI</b></p> <p><i>i. In using small group discussions, each group should have both males and females well represented, each group should have people with mixed abilities among others.</i></p> <p><i>ii. Leadership roles should be assigned to both males and females as well as people with disabilities</i></p>	
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<ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>iii Tutors and student teachers should identify people with special needs and assist them appropriately in terms of materials, seating position in class, encouragement, use of resource persons etc</i></p> <p><b>ICT:</b> <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i></p> <p><i>Doing group presentation using power point.</i></p> <p><b>21<sup>st</sup> century skills to be developed include:</b></p> <ul style="list-style-type: none"> <li><i>i. Digital literacy skills</i></li> <li><i>ii. Leadership and collaborative skills</i></li> <li><i>iii. Communication skills</i></li> <li><i>iv. Critical thinking and problem-solving skill</i></li> <li><i>vi. Creativity and innovation etc</i></li> </ul> <p>3.5 Ask teachers to refer to their course manuals to read and discuss the assessment opportunities in the lesson 12 and the course as a whole since this is the final lesson of the courses. These assessments items should be in line with the NTEAP.</p>	<p><i>iii. Tutors and student teachers should identify people with special needs and assist them appropriately in terms of materials, seating positions in class, words of encouragement, use of resource persons etc</i></p> <p><b>ICT:</b> <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i></p> <p><i>Doing group presentation using power point.</i></p> <p><b>21<sup>st</sup> century skills to be developed include:</b></p> <ul style="list-style-type: none"> <li><i>i. Digital literacy skills</i></li> <li><i>ii. Leadership and collaborative skills</i></li> <li><i>iii. Communication skills</i></li> <li><i>iv. Critical thinking and problem-solving skill</i></li> <li><i>vi. Creativity and innovation etc</i></li> </ul> <p>3.5 Refer to your course manuals to read and discuss the assessment opportunities in the lesson 12 and the general course assessment since this is the final lesson of the courses. These assessments items should be in line with the NTEAP.</p>	
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	<p><b>Example:</b> <b>Biophysical environment:</b> i. Student – teachers’ presentations during group work and model work presentation helps to assess them of learning (4-6 mins). Presentations with a score 10% for each group presentation.</p> <ul style="list-style-type: none"> <li>• Assessment of learning: Student – teachers working in groups during the remedial lessons will ultimately help to assess them for learning.</li> <li>• Written assessment will be used to assess as learning and will be marked over 20 marks</li> </ul> <p><b>History (b):</b> <b>Component 1: Subject Portfolio Assessment (30% overall score)</b></p> <ul style="list-style-type: none"> <li>• Selected items of student’s work (3 of them – 10% each)</li> <li>• Written Assignment</li> <li>• Group Presentation</li> <li>• Individual Presentation</li> <li>• Midterm assessment - 20%</li> <li>• Reflective Journal – 40%</li> <li>• Organisation of the portfolio –10% (how it is presented/organised)</li> </ul> <p><b>2Component 2: Subject Project (30% overall semester score)</b></p> <ul style="list-style-type: none"> <li>• Introduction: a clear statement of aim and</li> </ul>	<p><b>Example:</b> <b>Biophysical environment:</b> i. Student – teachers’ presentations during group work and model work presentation helps to assess them of learning (4-6 mins). Presentations with a score 10% for each group presentation.</p> <ul style="list-style-type: none"> <li>• Assessment of learning: Student – teachers working in groups during the remedial lessons will ultimately help to assess them for learning.</li> <li>• Written assessment will be used to assess as learning and will be marked over 20 marks</li> </ul> <p><b>History (b):</b> <b>Component 1: Subject Portfolio Assessment (30% overall score)</b></p> <ul style="list-style-type: none"> <li>• Selected items of student’s work (3 of them – 10% each)</li> <li>• Written Assignment</li> <li>• Group Presentation</li> <li>• Individual Presentation</li> <li>• Midterm assessment - 20%</li> <li>• Reflective Journal – 40%</li> <li>• Organisation of the portfolio –10% (how it is presented/organised)</li> </ul> <p><b>2Component 2: Subject Project (30% overall semester score)</b></p> <ul style="list-style-type: none"> <li>• Introduction: a clear statement of aim and</li> </ul>	
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	<p><i>purpose of the project – 10%</i></p> <ul style="list-style-type: none"> <li>• <i>Methodology: what the student teacher has done and why to achieve the purpose of the work (20%)</i></li> <li>• <i>Substantive or main section – 40%</i></li> <li>• <i>Conclusion – 30%</i></li> </ul> <p><b>Component 3: End-of-semester examinations (40)</b></p> <p><b>Note: These sample assessment strategies should be discussed to make sure that they align with the NTEAP.</b></p> <p>3.6 Ask tutors to shower thought to identify teaching learning resources that will assist in the effective delivery of the lesson 12 in each course area.</p> <p><b>Examples</b> <b>Biophysical environment-Geog</b> <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers, projectors, students' smartphones etc</i> <a href="https://www.youtube.com/watch?v=ytXKDQX36eU">https://www.youtube.com/watch?v=ytXKDQX36eU</a> <a href="https://www.youtube.com/watch?v=5CusjLs4FME">https://www.youtube.com/watch?v=5CusjLs4FME</a> <i>iib. youtube videos;</i> <a href="http://yu.be/5Etcz834s9L">http://yu.be/5Etcz834s9L</a></p>	<p><i>purpose of the project – 10%</i></p> <ul style="list-style-type: none"> <li>• <i>Methodology: what the student teacher has done and why to achieve the purpose of the work (20%)</i></li> <li>• <i>Substantive or main section – 40%</i></li> <li>• <i>Conclusion – 30%</i></li> </ul> <p><b>Component 3: End-of-semester examinations (40)</b></p> <p><b>Note: These sample assessment strategies should be discussed to make sure that they align with the NTEAP.</b></p> <p>3.6 Shower thought to identify teaching learning resources that will assist in the effective delivery of the lesson 12 in each course area.</p> <p><b>Examples:</b> <b>Biophysical environment-Geog</b> <i>Geography Course Manual, Flip Charts, Pens, Pencils, 'A' 4 sheets, markers, projectors, students' smartphones etc</i> <a href="https://www.youtube.com/watch?v=ytXKDQX36eU">https://www.youtube.com/watch?v=ytXKDQX36eU</a> <a href="https://www.youtube.com/watch?v=5CusjLs4FME">https://www.youtube.com/watch?v=5CusjLs4FME</a> <i>iib. youtube videos;</i> <a href="http://yu.be/5Etcz834s9L">http://yu.be/5Etcz834s9L</a></p>	
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	<p><b>History and Social Studies:</b> Resource Person, Cell phone, manila cards, computers/ laptops, LCD, projector/screen, video/ audio player and camera.</p> <ul style="list-style-type: none"> <li>• Required text: Vella, J. (2008). <i>On teaching and learning: Putting the principles and practice of dialogue education into action.</i> San Francisco: Jossey Bass</li> </ul> <p><b>Note:</b> All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos, photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</p>	<p><b>History and Social Studies:</b> Resource Person, Cell phone, manila cards, computers/ laptops, LCD, projector/screen, video/ audio player and camera.</p> <ul style="list-style-type: none"> <li>• Required text: Vella, J. (2008). <i>On teaching and learning: Putting the principles and practice of dialogue education into action.</i> San Francisco: Jossey Bass</li> </ul> <p><b>Note:</b> All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos, photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Guide tutors to recap the key themes learned in today's PD session especially; teaching activities, resources needed for the lesson, GESI and ICT integration, linkages between the CLOs and the Los and their indicators etc</p> <p>4.2 Ask tutors to ask questions for further clarifications if there are still some issues unresolved.</p>	<p>4.1 Recap the key ideas learned in today's PD session especially; teaching activities, resources needed for the lesson, GESI and ICT integration, linkages between the CLOs and the Los and their indicators etc</p> <p>4.2 Do you have further clarifications? If there are still some outstanding issues bring them out for discussion.</p>	<b>15 mins</b>

	<p>4.3 Ask each tutor to give a brief summary of the PD sessions of the semester-successes and challenges</p> <p>4.4 Ask tutors to make suggestions as to how to improve on PD sessions for the next semester.</p> <p>4.5 Thank all tutors for their cooperation and support during the PD sessions in the first semester of year 2</p> <p>4.6 Assure tutors of an improvement in PD session activities in the next semester and encourage them to continue the discussions on group platforms using WhatsApp, telegram etc</p>	<p>4.3 Let us all individually give summary of the PD sessions for this semester-successes and challenges</p> <p>4.4 Suggestions are invited to enable us improve on our next PD session for next semester</p>	
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## Appendix 1

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

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

What to Include in PD sessions	Checked and In Place.
<p><b>Course introductions and conclusions</b></p> <ul style="list-style-type: none"> <li>The first PD session of each semester introduces the course manual/s, course expectations and course assessment components</li> <li>The final PD session provides the opportunity to review student teachers' learning from the course</li> </ul>	
<p><b>Prior knowledge:</b> Points for tutors on activating student teachers' prior knowledge.</p>	
<p><b>Basic School Curriculum:</b> when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p><b>LO:</b> relevance to each session are introduced</p>	
<p><b>Interactive teaching</b> PD sessions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers</p>	
<p><b>Lesson Learning outcomes and indicators</b> are introduced</p>	
<p><b>Integration of subject specific content and subject specific pedagogy</b> is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors</p>	
<p><b>Subject Specific Training:</b> where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.</p>	
<p><b>Integrating GESI:</b> each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.</p>	
<p><b>Assessment, integrating and embedding NTEAP practices:</b> PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.</p>	

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

## Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<b>The Subject project</b> is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	<b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	<p><b>Introduction:</b> a clear statement of aim and purpose</p> <p><b>Methodology:</b> what the student teacher has done and why to achieve the aim and purpose of the project</p> <p><b>Substantive or main section:</b> Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.</p> <p><b>Conclusion:</b> Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p><b>3 items of work produced during the semester selected by student teachers with tutor support</b> during the semester as best examples of their progress and 200-word reflection on the items*</p> <p><b>Or 2 items of work and A mid semester assessment:</b> case study, reflective note, quiz.</p> <p>* For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p>
WEIGHT	<p><b>Overall weighting of project = 30%</b></p> <p><b>Weighting of individual parts of project out of 100</b></p> <ul style="list-style-type: none"> <li>• Introduction – 10</li> <li>• Methodology – 20</li> <li>• Substantive section – 40</li> <li>• Conclusion – 30</li> </ul>	<p><b>Overall weighting of project = 30%</b></p> <p><b>Weighting of individual parts of portfolio out of 100</b></p> <p><b>i(a).</b> Each of the three (3) items selected by the student teacher is 30 % (90%).</p> <p><b>i(b)</b> Presentation and organisation of portfolio 10%.</p> <p><b>OR</b></p> <p><b>ii(a).</b> Each of the two (2) items selected by the student teacher is 30 % (60%).</p> <p><b>ii(b)</b>Mid semester assessment 30%</p> <p><b>ii(c)</b>Presentation and organisation of portfolio 10%</p>

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