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

HANDBOOK FOR COORDINATORS









The Government of Ghana







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Foreword

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

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

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

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

This latest set of Professional Development Handbooks, developed by four mentoring universities (Kwame Nkrumah University of Science and Technology, University of Education, Winneba, University for Development Studies and University of Ghana) and tutors from their affiliated Colleges of Education, represents the first set of Handbooks developed since the onset of the COVID-19 pandemic. COVID-19 has had a significant impact on all of our lives and Colleges of Education should be commended for the way in which they rapidly responded to institutional closures and made the transition to emergency remote teaching and learning. These Handbooks have been designed to reflect the current realities of the blended learning approach which is being used in Colleges of Education and it is hoped that they will play a role in increasing the effectiveness of these new approaches.

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

Robin Todd Executive Director, T-TEL May 2021

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| | | Supervisory Te | eam | |
|---------------------------------|--------------------------------|---|--|--|
| Professor Jophus Anamuah-Mensah | | T-TEL – Key Adviser, Teacher Education Curriculum | | |
| Professor Jonathan Fletcher | | T-TEL – Key Ad | lviser, Teaching and Learning Partnerships | |
| Bea Noble-Rogers | | T-TEL – International Teacher Education Curriculum Expert | | |
| Dr. Eric Ananga | | l | lviser, Phase 5 Curriculum Development & nentation | |
| Dr. Sam Awuku | | 1 | lviser, Leadership for Learning & tional Development | |
| Dinah Adiko | | | lviser, Gender Equality and Social Inclusion | |
| Beryl Opong-Agyei | | • | al Coordinator for Teacher Education | |
| Abdul-Karim Kadiri | | | ch & Learning Coordinator | |
| Peter Chammik | | T-TEL – Educat | _ | |
| James Adefrah | | T-TEL – Educat | ion Adviser | |
| Issahaku Abudulai | | T-TEL – Educat | ion Adviser | |
| | S | Subject Writing | Team | |
| SUBJECT | NAME | | INSTITUTION | |
| Pedagogy | Dr. Maxwell Kw | esi Nyatsikor | University for Development Studies | |
| | Dr. Winston Kw | ame | Kwame Nkrumah University of Science & | |
| <u>.</u> | Abroampa | | Technology | |
| | Raymond Adda | Bakete | St. John Bosco's College of Education | |
| | Kweku Esia-Don | kor | University of Education Winneba | |
| | Dr. John Sedofia | ì | University of Ghana | |
| | Fadilata Seidu | | Nusrat Jahan Ahmadiyya College of Education | |
| ICT | Victoria Boafo | | Mampong Technical College of Education | |
| | Richard Adusei | | University for Development Studies | |
| Social Sciences | Dr. Dacosta Abc | agye | Kwame Nkrumah University of Science & | |
| | | = | | |
| | | | Technology | |
| | Joseph Mihaye | | Accra College of Education | |
| - | Joseph Mihaye Cletus Ngaaso | | 5, | |

Mampong Technical College of Education

Rev. Dr. Nyuieko Avotri

TVET

| | Rev. Godwin Gbadagba | Dambai College of Education |
|--------------|----------------------------|---------------------------------------|
| | Michael Eco Adixey | Akatsi College of Education |
| | Bismark Osei | St. Joseph's College of Education |
| PEMD | Justice Gideon Adjerakor | University of Education Winneba |
| Science | Prof. Reuben Yao Tamakloe | Kwame Nkrumah University of Science & |
| | | Technology |
| | Valentina Osei – Himah | Atebubu College of Education |
| | Comfort Korkor Sam | University for Development Studies |
| | Ambrose Ayikue | St. Francis College of Education |
| | Maxwell Bunu | Ada College of Education |
| Mathematics | Prof. Gabriel Asare Okyere | Kwame Nkrumah University of Science & |
| | | Technology |
| | Bilson Abdulai Dramani | Bagabaga College of Education |
| | Frank Akuffo Asah | University for Development Studies |
| | Eric Abban | Mt. Mary College of Education |
| Language and | Abdul-Moomin Abdul-Aziz | Nusrat Jahan Ahmadiyya College of |
| Literacy | | Education |
| | Dr. Yvonne Akwele Ollenu | University of Education Winneba |
| | Prof. Charles Owu – Ewie | University of Education Winneba |
| | Benedict Salifu Akuka | St. John Bosco's College of Education |
| | Dr. Abraham Okrah | University of Ghana |
| | Dr. Osei Yaw Akoto | Kwame Nkrumah University of Science & |
| | | Technology |
| | Comfort Dorvlo | Accra College of Education |
| | Awudu Rafick | University for Development Studies |
| French | Dr. Stella Afi Makafui | Kwame Nkrumah University of Science & |
| | Yegblemenawo | Technology |
| | Felix Asare Odonkor | University of Education Winneba |
| | Osmanu Ibrahim | Mt. Mary College of Education |
| | Abrokwah Seth | Wesley College of Education |
| | | |

The New approach to the Weekly Professional Development (PD) Sessions for Tutors Overview

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

1. Background to the new approach to PD

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

2. Features of the B.Ed. PD Sessions

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

B.Ed YEAR TWO SEMESTER TWO PD SESSIONS (1-12) FOR THE SOCIAL SCIENCES (GEOGRAPHY, HISTORY, SOCIAL STUDIES AND RELIGIOUS AND MORAL EDUCATION, AND ETC)

Tutor PD Session 1

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

LESSON TOPICS:

Geography:

- The Map as the Geographers' Tool
- Historical Development of Geography

Social Studies:

- Understanding Law and Order and its maintenance
- Science, Technology and Innovation

History:

- Traditions of origin and creation of settlements
- Politics in Ghana since independence (I)

RME:

- History of Islamic Religion
- Introduction to the Course

| Focus: the bullet | Guidance notes on Leading | Guidance Notes on Tutor | Time in |
|---|--|---|---------|
| points provide the frame for what is to | the session. What the SL/HoDs will have to say | Activity during the PD Session. What PD Session | session |
| be done. The | during each stage of the | participants (Tutors) will | |
| guidance notes in | session | do during each state of the | |
| italics identify the | | session) | |
| prompt the SL/HoD | | | |
| needs and each one | | | |
| must be addressed | | | |
| 1. Introduction / | 1.1 Ask session participants | 1.1. Reflect on their | 20 mins |
| lesson overview | to reflect on previous | previous PD sessions. | |
| Reflection on | PD sessions. | | |
| previous PD | | | |
| Session | 1.2 Ask participants to give | 1.2. Refer to introduction | |
| (Introduction to | an overview of the | to course manual | |
| the course | course manuals (E.g.: | page and give an | |
| manual) | Geography/History/Soci | overview of their | |

- Introduction and overview of the main purpose of the lesson in the course manual.
- Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate
 questions which
 might arise from
 the introduction
 to the lesson and
 provide responses
 for SL/HoD.
 Anticipate
 controversial
 questions related
 to GESI and ICT
 and provide
 responses for
 SL/HoD.

- al Studies/RME etc course manual. Refer to introduction to course manual page of the course manuals).
- 1.3 Ask participants to explain the main purpose of the lesson in the course manual (Refer to course manual writing guide page).
- 1.4 Ask participants to identify and write down cross cutting themes in their lessons. (E.g.: Gender equity and inclusivity)
- 1.5 Ask participants to share with their colleagues cross cutting issues identified.
- 1.6 Ask participants to read and discuss the introductory sections up to the learning outcomes.
- 1.7 Ask participants to identify distinctive features of the lesson including the use of digital tools and attention to equity and inclusion issues.
- 1.8 Ask participants to check the assessment procedures in the overview to find out if they are aligned to NTEAP.

- specific course manuals.
- 1.3. Refer to the course manual writing guide page of your course manual and explain the main purpose of their various lessons.
- 1.4. Identify and write down cross cutting themes in your individual lessons.
- 1.5. Share with your colleagues cross cutting issues identified.
- 1.6. Read and discuss the introduction to the learning outcomes.
- 1.7. Identify distinctive features of your lessons including the use of digital tools and attention to equity and inclusion issues.
- 1.8. Check the assessment procedure in the overview to find out if they are aligned to the NTEAP.

| | | 1.9 | Ask participants to anticipate questions which might arise from the introduction to the lesson and provide responses. | 1.9. | Working in pairs, put down a couple of questions which might arise from the introduction to the lesson and provide responses. | |
|---|--|------|---|------|--|---------|
| | | 1.10 | Ask participants to anticipate controversial questions related to GESI and ICT and provide responses. | 1.10 | .Working in pairs, put down a couple of controversial questions related to GESI and ICT and provide responses. | |
| • | Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the | 2.1 | Ask participants to identify the key concepts in their various subject areas from their course manuals and how these can be used to deliver the basic school curriculum through STS activities. | 2.1 | Identify the key concepts in your various subject areas from your course manuals and provide examples of how they could be used to deliver the basic school curriculum through STS activities. | 30 mins |
| • | concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT | 2.2 | Lead participants to identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping | 2.2 | Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping | |
| • | resources for the teaching and learning of the concept. Identify any aspect of the lesson that might be | 2.3 | Ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept. | 2.3 | Identify needed GESI responsive and ICT resources for teaching and learning the concept. | |
| | challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson | 2.4 | Ask participants to identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to | 2.4 | Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to | |

| | activities "walk through". Equity | | taking tutors through the lesson activities | | taking tutors through the lesson activities. | |
|----|--|-----|--|-----|---|---------|
| | and inclusion issues as well as ICT resources need consideration. | 2.5 | "walk through". Ask participants to identify resources that | 2.5 | Identify resources that may be needed | |
| • | The resources needed must be identified: literature – page referenced etc, on | | may be needed. | | taking into consideration local availability and cultural and religious sensitivity. | |
| | web, YouTube, physical resources, power point; how | | | | sensitivity. | |
| | they should be used. | | | | | |
| | Consideration needs to be given to local availability | | | | | |
| 3. | Teaching, learning and assessment activities for the | 3.1 | Let participants read through the suggested teaching and learning | 3.1 | Read through the teaching and learning activities and identify | 30 mins |
| • | lesson. Reading of | | activities for the lesson in the course manual | | activities you consider unclear | |
| | teaching and learning activities and identification of areas that require clarification especially GESI related activities. | | and identify activities which they consider unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | | paying attention to activities that are related to GESI and ICT. | |
| • | Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | 3.2 | Discuss with participants what the activities mean and how they can be implemented during the lesson. | 3.2 | Working in pairs, work out an explanation on what the activities are meant to do and how to implement them. | |
| • | Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: | 3.3 | Let some volunteers demonstrate how to use the activities to teach for their peers to observe and comment on | 3.3 | Demonstrate how to use the activities to teach while your colleagues observe and comment. | |

- subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the

- 3.4 Ask participants to study the assessment opportunities in their respective subject areas and indicate by writing down whether the components of assessment and their percentages are aligned to the NTEAP.
- 3.5 Let participants share their findings with their colleagues.
- 3.6 Discuss with participants how they can make their assessment align to the NTEAP (i.e., Subject Project (30%,), portfolio (30%) and end of semester exam (40%).
- 3.7 Let participants critically study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc
- 3.8 Let participants explain how the unfamiliar teaching strategies are

3.4 Study the assessment tasks to find out if they are aligned to the NTEAP.

- 3.5 Share your findings with colleagues.
- 3.6 Working in pairs explain how to align assessment to the NTEAP.
- 3.7 Participants study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.
- 3.8 Explain how the unfamiliar teaching strategies are used

tutors work used and let volunteers and volunteers to demonstrate how to use through the demonstrate how to activities and them in teaching. use them in teaching. provide guidance on these. 3.9 Using think-pair-share 3.9 Participate in thinktechnique, let pair-share to identify Identify where, participants identify and which, core areas to assess and and transferable areas to assess and explain how you will skills, including explain how they will assess any of the digital skills, are assess during the lesson assessment and link it to any of the components in the being developed assessment components NTEAP. or applied. in the NTEAP. Makes links to the existing PD 3.10 Ask questions 3.10 Give opportunity to Themes with page (including questions participants to ask reference where questions (including on controversial they can support questions on issues on gender, teaching, for controversial issues on cultural and religious example: action research, gender, cultural and matters) or make questioning and religious matters) or suggestions as to how to successfully to other external make suggestions as how to successfully implement the new reference implement the new contents and material. contents and strategies. strategies. Identify where power point 3.11 Identify where, and 3.11 Ask participants to presentations or which, core and identify where, and other resources which, core and transferable skills, need to be transferable skills, including digital skills, developed to including digital skills, are being developed support learning are being developed or or applied. For and provide applied. For example, example, guidance. communication and **Identify** resources communication and collaboration, digital collaboration, digital required for any literacy, creativity, and literacy, creativity, TLMs and provide leadership. and leadership. guidance on their development 3.12 Ask participants to 3.12 Identify where power identify where power point presentations point presentations or or other resources other resources need to need to be be developed to support developed to support learning. learning. **Evaluation and** 4.1 Review session and 4.1 Ask participants to 10 mins review of session: review learning and identify any identify any outstanding outstanding issues

| Review learning | issues relating to this | relating to this lesson |
|--|-------------------------------|-------------------------|
| and identification | lesson for clarification. | for clarification. |
| of any outstanding | | |
| issues relating to | 4.2 Remind participants to | 4.2 Identify a critical |
| this lesson for | identify a critical friend | friend from the same |
| clarification. | from the same or | or related discipline |
| • Course | related discipline to | to observe during |
| assignment | observe during teaching | teaching and provide |
| o Advance | and provide feedback. | feedback. |
| preparatio | | |
| n . | 4.3 Ask participants to study | 4.3 Study Lesson 2 for |
| o In the case | lesson two for the next | the next PD session |
| of | PD session. | |
| unresolved | | |
| issues | | |
| Course assessment in | | |
| accordance with the NTEAP: SWL need to | | |
| review assessment in | | |
| the course manual to | | |
| ensure it complies | | |
| with NTEAP | | |
| implementation and | | |
| the 60% continuous | | |
| assessment and 40 % | | |
| End of semester | | |
| examination. This | | |
| means ensuring | | |
| subject project, | | |
| subject portfolio | | |
| preparation and | | |
| development are | | |
| explicitly addressed | | |
| in the PD sessions. | | |

Tutor PD Session 2

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

LESSON TOPICS:

a. Geography

- Map work and interpretation
- Theory and practice

b. History

- Socio-cultural history of Ghana
- Political history of Ghana after independence

c. Social Studies

- Governance and citizenship
- Socio-economic development

d. R.M.E.

- Introduction to Islam
- Pedagogies and approaches to teaching R.M.E

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|---|--------------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and | 1.1 Ask participants to reflect on previous PD session and write down their perspectives in terms of challenges and successes for discussion. 1.2 Ask participants to give an overview of Lesson 2 of each course, focusing on | 1.1 Reflect on previous PD session (PD Session 1) and discuss the challenges and successes presented by colleagues. 1.2 Give an overview of Lesson 2 of each course, focusing on the purpose, lesson | 20 mins |

- social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.

- lesson, its
 description,
 contextual issues and
 cross cutting issues,
 CLOs and learning
 indicators in the
 course manual (i.e.,
 lesson 2 of each
 course in
 Geography/History/S
 ocial Studies/RME in
 the course manual).
- 1.3 Ask participants, in pairs and according to subject area, to explain the main purpose of the lesson in the course manual (Refer to the purpose of Lesson 2 for each course in the respective subjects.
- 1.4 Lead participants to individually identify and write down cross cutting themes in their lessons. (E.g.: GESI, Digital literacy, etc)
- 1.5 Ask participants to share with their colleagues cross cutting issues identified in lesson 2 of the respective courses in each subject.
- 1.6 Ask participants in their sub-groups to explain their understanding of the implications of the LOs and learning

contextual and cross cutting issues, CLOs and learning indicators in the respective subjects in the course manual.

- 1.3 In pairs and according to subject area, refer to the purpose of Lesson 2 of each course in the respective subjects in the course manual and explain the main purpose of the various lessons.
- 1.4 Identify and write down cross cutting themes in their individual lessons.
- 1.5 Share with your colleagues cross cutting issues identified in lesson 2 of the respective courses in each subject.
- 1.6 Refer to LOs and indicators of Lesson 2 and explain implications for teaching the lesson and preparation of

indicators of the lesson and preparation of student-teachers for teaching the Basic school curriculum (Refer to LOs and Indicators of Lesson 2 of the course manual. and Upper Primary and Basic 7-10 Common Core Curriculum for Social Studies)

student-teachers to teach the Basic School curriculum.

- 1.7 Lead participants in their sub-groups to identify distinctive features of Lesson 2 including, concepts, use of digital tools and attention to equity and inclusion issues, specific 21st century core values and competences.
- 1.7 In your sub-groups identify distinctive features of Lesson 2 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.
- 1.8 Engage participants in their sub-groups to examine the assessment tasks in the lesson and identify the assessment components in the NTEAP to align each task (Refer to assessment components of the lesson)
- 1.8 Refer to the assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.
- 1.9 Ask participants in their sub-groups to engage in shower thought to identify likely questions, including
- 1.9 Engage in shower thought to identify likely questions, including controversial questions related to

| | | | control creial | | CECL ICT atabiah | |
|---|-----------------------------------|-----|-------------------------|-----|-------------------------|---------|
| | | | controversial | | GESI, ICT etc, which | |
| | | | questions related to | | might arise while | |
| | | | GESI, ICT, etc, that | | teaching the lesson | |
| | | | might arise during | | and provide | |
| | | | the lesson and how | | appropriate | |
| | | | to deal with them. | | responses. | |
| 2 | Concept | 2.1 | Engage participants | 2.1 | Identify the key | 30 mins |
| | Development (New | | in their sub-groups to | | concepts, including | |
| | learning likely to | | identify the key | | familiar and | |
| | arise in this lesson): | | concepts, including | | unfamiliar concepts | |
| • | Identification and | | familiar and | | in Lesson 2 of each | |
| | discussion of | | unfamiliar concepts, | | course of the | |
| | concepts | | in Lesson 2 of the | | respective subject | |
| • | Identification of | | two courses in the | | areas in the course | |
| | | | course manual and | | manual and provide | |
| | possible challenging | | | | appropriate | |
| | areas in teaching of | | provide appropriate | | | |
| | the concept. This | | explanations to | | explanations to | |
| | may include GESI and | | them. | | them. | |
| | ICT related concepts. | | | | | |
| • | Identification of | 2.2 | Engage participants | 2.2 | Identify possible | |
| | needed GESI | | in their sub-groups to | | challenging areas in | |
| | responsive and ICT | | identify possible | | teaching the | |
| | resources for the | | challenging areas in | | concepts identified | |
| | teaching and learning | | teaching the | | (E.g., Gender | |
| | of the concept. | | concepts identified | | stereotyping, cultural | |
| | Identify any aspect of | | (E.g., Gender | | and religious barriers, | |
| | the lesson that might | | stereotyping, cultural | | unreliable internet | |
| | be challenging for | | orientations, religious | | and power supply, | |
| | tutors in terms of | | barriers, unreliable | | classroom | |
| | | | internet and power | | arrangement) and | |
| | new learning, and | | • | | = : | |
| | which needs to be | | supply, classroom | | provide appropriate | |
| | considered prior to | | arrangement) and | | responses to them. | |
| | taking tutors through | | how to respond to | | | |
| | the lesson activities | | them. | | | |
| | "walk through". | | | | | |
| | Equity and inclusion | 2.3 | Asks participants to | 2.3 | Identify appropriate | |
| | issues as well as ICT | | identify appropriate | | GESI responsive and | |
| | resources need | | GESI responsive and | | alternative ICT | |
| | consideration. | | alternative ICT | | resources (e.g., use | |
| • | The resources | | resources for | | of pre-recorded | |
| | needed must be | | teaching and learning | | videos) for teaching | |
| | identified: literature | | the concepts (e.g., | | and learning the | |
| | page referenced | | Use of pre-recorded | | concepts. | |
| | | | videos) | | - - | |
| | etc, on web, | | | | | |
| | YouTube, physical | 2.4 | Lead narticinants to | 2.4 | Identify aspects of | |
| | resources, power | 2.4 | Lead participants to | 2.4 | Identify aspects of | |
| | point; how they | | identify and discuss | | the lesson that might | |

| 1 | ala a I al Ia | | | | lea alea III | |
|------------|---|-----|--|-----|---|---------|
| | should be used. | | any aspect of the | | be challenging for | |
| | Consideration needs | | lesson that might be | | tutors in terms of | |
| | to be given to local | | challenging for tutors | | new modes of | |
| | availability | | in terms of new | | teaching and | |
| | | | learning, and which | | learning, and which | |
| | | | needs to be | | need to be | |
| | | | considered prior to | | considered prior to | |
| | | | taking tutors through | | taking tutors through | |
| | | | the lesson activities. | | the lesson activities. | |
| | | | E.g., the use of virtual | | | |
| | | | mode of teaching | | | |
| | | | due to the COVID-19 | | | |
| | | | pandemic | | | |
| | | | pandenne | | | |
| | | 2.5 | Engage with | 2.5 | Identify resources | |
| | | 2.5 | participants in their | 2.5 | that may be needed | |
| | | | • | | • | |
| | | | sub-groups to | | to efficiently teach | |
| | | | identify appropriate | | the lesson, taking | |
| | | | resources that may | | into consideration | |
| | | | be needed to | | local availability and | |
| | | | efficiently teach the | | cultural and religious | |
| | | | lesson. E.g. ICT | | sensitivity. | |
| | | | resources, maps, | | | |
| | | | resource persons, | | | |
| | | | alaakuta waxaa aka | | | |
| H | | | electric power, etc | | | |
| 3. | Teaching, learning | 3.1 | Let participants read | 3.1 | Read through the | 30 mins |
| 3. | and assessment | 3.1 | Let participants read through the | 3.1 | teaching and learning | 30 mins |
| 3. | - | 3.1 | Let participants read through the suggested teaching | 3.1 | teaching and learning activities and identify | 30 mins |
| 3. | and assessment | 3.1 | Let participants read through the suggested teaching and learning | 3.1 | teaching and learning | 30 mins |
| 3. | and assessment activities for the | 3.1 | Let participants read through the suggested teaching | 3.1 | teaching and learning activities and identify | 30 mins |
| 3. | and assessment activities for the lesson. | 3.1 | Let participants read through the suggested teaching and learning | 3.1 | teaching and learning activities and identify activities that are | 30 mins |
| 3. | and assessment activities for the lesson. Reading of teaching | 3.1 | Let participants read through the suggested teaching and learning activities for the | 3.1 | teaching and learning activities and identify activities that are unclear paying | 30 mins |
| 3 . | and assessment activities for the lesson. Reading of teaching and learning | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI | | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT. | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | 3.1 | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT. A Participant in each | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT. A Participant in each sub-group opens to | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that | | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. Invite a participant to form each sub-group to read out the | | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT. A Participant in each sub-group opens to Lesson 2 of the | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. Invite a participant to form each sub-group to read out the activities of lesson 2 | | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT. A Participant in each sub-group opens to Lesson 2 of the course in the course | 30 mins |
| • | and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of | | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. Invite a participant to form each sub-group to read out the | | teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT. A Participant in each sub-group opens to Lesson 2 of the | 30 mins |

- aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and

- learning activities of Lesson 2 of each course of the respective subjects in the course manual)
- 3.3 Together with participants in each sub-group, identify and discuss issues that need further clarification or review, including issues related to GESI, ICT, and new teaching techniques such as cultural responsive pedagogy, herring boning, etc.
- 3.4 Engage participants in their groups to examine the assessment opportunities in their respective subject areas and indicate by writing down whether the components of assessment are aligned to the NTEAP.
- 3.5 Let participants share their findings with their colleagues.
- 3.6 Let participants discuss how they can make their assessment align to the NTEAP.
- 3.7 Invite participants, in their respective groups, to examine the suggested

- the lesson while the rest actively listen actively.
- 3.3 SL/HoD, together with the sub-groups identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as cultural responsive pedagogy, herring boning, etc.
- 3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.

- 3.5 Share your findings with colleagues.
- 3.6 Discuss how to align assessment to the NTEAP.
- 3.7 In your respective subject groupings discuss how the assessment tasks in

- provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance.
- Identify resources required for any TLMs and provide guidance on their development

- assessment tasks in the lesson and see if STS is integrated in them.
- 3.8 Let participants critically study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, Telegram, etc.
- 3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.
- 3.10 Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as how

- the lesson integrate STS in them.
- 3.8 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, telegram, etc.
- 3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.
- 3.10 Ask questions
 (including questions
 on controversial
 issues on gender,
 cultural and religious
 matters) or make
 suggestions as to
 how to successfully
 implement the new

| | | | to successfully implement the new contents and | | contents and strategies. | |
|---|---|------|--|------|--|---------|
| | | _ | strategies. | | | |
| | | 3.11 | Lead participants in their sub-groups to identify activities in the lesson which can be used to develop core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving. | 3.11 | In your sub-groups identify activities in the lesson which promote the development of core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving. | |
| | | 3.12 | Ask participants in their groups to identify aspects of the lesson where PowerPoint | 3.12 | In your groups identify aspects of the lesson where PowerPoint presentations or | |
| | | | presentations or other resources need to be developed to support learning. | | other resources need to be developed to support learning. | |
| • | Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. | 4.1 | Ask participants to review the PD session and identify any outstanding issues relating to this lesson for clarification. | 4.1 | Review session and identify outstanding issues relating to the lesson for clarification. | 10 mins |
| • | Course assignment O Advance preparation O In the case of unresolved issues | 4.2 | Lead participants to discuss how to resolve the outstanding issues in the lesson. | 4.2 | Facilitator and Participants discuss how resolve the outstanding issues in the lesson. | |
| | | 4.3 | Ask participants to study Lesson 3 in respective subject areas in the course manual and prepare | 4.3 | Study Lesson 3 in your respective subject areas in the course manual and prepare for the next | |

| | for the next PD | PD session (Refer to |
|-------------------------|---------------------|----------------------|
| | session. (Refer to | lesson two on |
| | lesson two on | geography, History, |
| | Geography, History, | Social Studies and |
| | Social Studies and | R.M.E. in the course |
| | R.M.E in the course | manual |
| | manual) | |
| Course assessment in | | |
| accordance with the | | |
| NTEAP: SWL need to | | |
| review assessment in | | |
| the course manual to | | |
| ensure it complies with | | |
| NTEAP implementation | | |
| and the 60% continuous | | |
| assessment and 40 % | | |
| End of semester | | |
| examination. This | | |
| means ensuring subject | | |
| project, subject | | |
| portfolio preparation | | |
| and development are | | |
| explicitly addressed in | | |
| the PD sessions. | | |

Tutor PD Session 3

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 3 IN THE COURSE MANUAL

| SUBJECT | COURSE | LESSON TOPIC |
|-------------------|-------------------------------------|--|
| a. Geography | 1. Map work & interpretation: | i. Presentation of direction, position and features of maps. |
| | 2. Theory and traditions: | ii. Traditions in geography |
| b. History | 1. Socio-cultural history of Ghana: | i. Social organizations/practices in pre-colonial Ghana |
| | 2. Political history of Ghana after | |
| | independence. | ii. Concept of opposition in Ghana's politics |
| c. Social Studies | 1. Governance and citizenship | i. The role of the individual in the of law and order |
| | 2. Socio-economic development: | ii. Tourism and leisure |
| d. R.M.E. | 1. Introduction to Islam: | i. Islamic literature (the Hadith) |
| | 2. Pedagogies and approaches to | |
| | teaching RME: | ii. Instructional planning and lesson delivery In R.M.E. |

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|---|---|--|-----------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the | 1.1 Ask participants to reflect on previous PD session and write down their perspectives in terms of how useful it was to them and challenges (if any) they faced while | 1.1 Reflect on the previous PD session (PD Session 2) and share your experiences focusing how useful the session was to them and challenges they | 20 mins |

- main purpose of the lesson in the course manual.
- Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate
 questions which
 might arise from
 the introduction to
 the lesson and
 provide responses
 for SL/HoD.
 Anticipate
 controversial
 questions related to
 GESI and ICT and
 provide responses
 for SL/HoD.

- implementing the activities.
- 1.2 Ask participants to give an overview of Lesson 3 of each course, focusing on the purpose of the lesson, its description, contextual issues and cross cutting issues, LOs and learning indicators in the course manual (i.e., Lesson 3 of each course in Geography/History/So cial Studies/RME in the course manual).
- 1.3 Ask participants, in pairs and according to subject area, to explain the main purpose of the lesson in the course manual (Refer to the purpose of Lesson 3 for each course in the respective subjects.
- 1.4 Lead participants to individually identify and write down cross cutting themes in their lessons. (E.g.: GESI, Digital literacy)
- 1.5 Ask participants to share with their colleagues cross cutting issues identified in Lesson 3 of the respective courses in each subject.

- faced during the implementation.
- 1.2 Give an overview of Lesson 3 of each course, focusing on the purpose, lesson description, contextual and cross cutting issues, LOs and learning indicators in the respective subjects in the course manual.

- 1.3 In pairs and according to subject area, refer to the purpose of Lesson 3 of each course in the respective subjects in the course manual and explain the main purpose of the various lessons.
- 1.4 Identify and write down cross cutting themes in your individual lessons.
- 1.5 Share with your colleagues cross cutting issues identified in Lesson 3 of the respective courses in each subject.

- 1.6 Ask participants in their sub-groups to explain their understanding of the implications of the LOs and learning indicators of the lesson and preparation of student-teachers for teaching the Basic school curriculum (Refer to LOs and Indicators of Lesson 3 of the course manual and Upper Primary and Basic 7-10 Common Core Curriculum for Social studies)
- 1.6 In your sub-groups refer to LOs and indicators of lesson 3 and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum.

- 1.7 Lead participants in their sub-groups to identify distinctive features of Lesson 3 in the respective courses, including concepts, use of digital tools and attention to equity and inclusion issues, specific 21st century core values and competences.
- 1.7 In your sub-groups identify distinctive features of Lesson 3 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.
- 1.8 Engage participants in their sub-groups to examine the assessment tasks in the lesson and identify the assessment components in the NTEAP to align each task (Refer to assessment components of the lesson)
- 1.8 Refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.
- 1.9 Ask participants in their sub-groups to
- 1.9 In your respective groups identify and

| | | | | | | 1 |
|---|--|-----|---|-----|---|---------|
| • | The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | 2.4 | Lead participants to identify and discuss any aspect of lesson 3 that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. E.g., the use of virtual mode of teaching due to the COVID-19 pandemic | 2.4 | Identify aspects of lesson 3 that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities. | |
| | | 2.5 | Engage with participants in their sub-groups to identify appropriate resources that may be needed to efficiently teach the lesson. E.g. ICT resources, maps, resource persons, electric power, electronic versions of the Hadith in RME, | 2.5 | Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity. | |
| • | Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and | 3.1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | 3.1 | Read through the teaching and learning activities and identify activities you consider as unclear paying attention to activities that are related to GESI and ICT. In each sub-group | 30 mins |
| | identification of GESI and ICT issues that require clarification. | | from each sub-group to read out the activities of Lesson 3 of each course (Refer to | | open to Lesson 3 of the course in the course manual and read out the | |

- Reading of
 assessment
 opportunities and
 ensuring they are
 aligned to the
 NTEAP and required
 course assessment:
 subject project
 (30%), subject
 portfolio (30%) and
 end of semester
 examination (40%)
 Working through
 one or two
 activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.

- teaching and learning activities of lesson 3 of each course of the respective subjects in the course manual)
- 3.3 Together with participants in each sub-group, identify and discuss issues that need further clarification or review, including issues related to GESI, ICT, and new teaching techniques such as cultural responsive pedagogy, herring boning.
- 3.4 Engage participants in their groups to examine the assessment opportunities in their respective subject areas and indicate by writing down whether the components of assessment are aligned to the NTEAP.
- 3.5 Let participants share their findings with their colleagues.
- 3.6 Explain to participants (tutors) how they can make their assessment align to the NTEAP.
- 3.7 Invite participants, in their respective groups, to examine the suggested assessment tasks in the lesson and see if STS is integrated in them.

- activities in the lesson while the rest actively listen
- 3.3 Identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as cultural responsive pedagogy, herring boning, etc.
- 3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.

- 3.5 Share your findings with colleagues.
- 3.6 Listen to explanation from the facilitator(s) on how to align assessment to the NTEAP.
- 3.7 In your respective subject groupings discuss how the assessment tasks in the lesson integrate STS in them

- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance.
- Identify resources required for any TLMs and provide guidance on their development

- 3.8 Let participants critically study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, Telegram, etc
- 3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.
- 3.10 Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as how to successfully implement the new contents and strategies.
- 3.11 Lead participants in their sub-groups to identify activities in the lesson which can

- 3.8 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, etc.
- 3.9 Explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.
- 3.10 Ask questions
 (including questions
 on controversial
 issues on gender,
 cultural and religious
 matters) or make
 suggestions as to
 how to successfully
 implement the new
 contents and
 strategies.
- 3.11 Identify activities in the lesson which promote the development of core

| | | | be used to develop core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving. | | and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving. | |
|---|---|-----|---|-----|--|---------|
| | | | Ask participants in their groups to identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning. | | Identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning. | |
| • | review of session: Review learning and identification of any outstanding issues relating to this lesson for | | Facilitator asks participants to review the PD session and identify outstanding issues relating to this lesson for clarification. | 4.1 | Review session and identify outstanding issues relating to the lesson for clarification. | 10 mins |
| • | clarification. Course assignment O Advance preparation O In the case | 4.2 | Lead participants to discuss how to resolve the outstanding issues in the lesson. | 4.2 | Discuss how to resolve the outstanding issues in the lesson. | |
| | of unresolved issues | 4.3 | Facilitator asks participants to study lesson four in their respective subject areas in the course manual and prepare for the next PD session. (Refer to Lesson 4 on Geography, History, Social Studies and R.M.E in the course manual) | 4.3 | Study lesson four in their respective subject areas in the course manual and prepare for the next PD session. (Refer to Lesson 4 on geography, History, Social Studies and R.M.E. in the course manual | |

| Course assessment in | |
|--------------------------|--|
| accordance with the | |
| NTEAP: SWL need to | |
| review assessment in | |
| the course manual to | |
| ensure it complies with | |
| NTEAP implementation | |
| and the 60% | |
| continuous assessment | |
| and 40 % End of | |
| semester examination. | |
| This means ensuring | |
| subject project, subject | |
| portfolio preparation | |
| and development are | |
| explicitly addressed in | |
| the PD sessions. | |

Tutor PD Session 4

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUAL

| SUBJECT a. Geography | COURSE 1. Map work & interpretation: 2. Theory and traditions: | LESSON TOPIC i. Coordinate systems ii. The place of geography in science |
|-------------------------|---|--|
| b. History | 1. Socio-cultural history of Ghana: | i. Social organizations/practices in pre-colonial Ghana II |
| | 2. Political history of Ghana after | |
| | independence. | ii. Concept of opposition in Ghana's Politics II |
| c. Social Studies | 1. Governance and citizenship: | i. Becoming a citizen of Ghana |
| | 2. Socio-economic development: | ii. Reasons why people go on tour. |
| d. R.M.E. | Introduction to Islam: Pedagogies and approaches | i. Basic Islamic beliefs |
| | to teaching RME: | ii. Unique R.M.E teaching strategies I delivery In R.M.E. |

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|---|--|--|-----------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of | 1.1 Ask participants to review the previous PD session and write down their perspectives in terms of how useful it was to them and challenges (if any) they faced while implementing the activities. | 1.1 Review PD Session 3 as individuals and share their experiences focusing how useful the session was to them, and challenges they faced during the implementation. | 20 mins |

- the lesson in the course manual.
- Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate
 questions which
 might arise from
 the introduction to
 the lesson and
 provide responses
 for SL/HoD.
 Anticipate
 controversial
 questions related to
 GESI and ICT and
 provide responses
 for SL/HoD.

- 1.2 Ask participants to give an overview of lesson 4 of each course in their respective subjects, focusing on the purpose of the lesson, its description, contextual and cross cutting issues, the LOs and learning indicators in the course manual (i.e., Lesson 4 of each course in Geography/History/So cial Studies/RME in the course manual).
- 1.3 Invite a participant from each subject area to read out the context and main purpose of the lesson in the course manual (Refer to the purpose of lesson for each course in the respective subjects). After reading lead participants to discuss the implications of the purpose and context of the lesson for teaching and learning
- 1.4 Lead participants in their subject groups identify and write down cross cutting themes in the lesson (E.g.: GESI, Digital literacy)
- 1.5 Ask participants to share with their colleagues in other subject areas cross

1.2 Give an overview of lesson 4 of each course, focusing on the purpose, lesson description, contextual and cross cutting issues, LOs and learning indicators in the respective subjects in the course manual.

- 1.3 Read out the context and purpose of lesson 4 from the course manual according to subject area while the rest listen. Also discuss the implications of the purpose and context of the lesson for teaching and learning
- 1.4 Identify and write down cross cutting themes in the lesson, including GESI, digital literacy etc.
- 1.5 Share with their colleagues in the other subject areas cross cutting issues identified in Lesson 4.

- cutting issues identified in Lesson 4.
- 1.6 Ask participants in their sub-groups to explain their understanding of the implications of the LOs and learning indicators of the lesson and preparation of student-teachers for teaching the Basic school curriculum (Refer to LOs and Indicators of Lesson 4 of the course manual and Upper Primary and Basic 7-10 Common Core Curriculum for Social studies)
- 1.6 Refer to the LOs and indicators of Lesson 4 in the course manual and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum (i.e., upper primary and Basic 7-10.

- 1.7 Lead participants in their sub-groups to identify distinctive features of Lesson 4 in the respective courses, including concepts, use of digital tools and attention to equity and inclusion issues, specific 21st century core values and competences.
- 1.7 In your sub-groups identify distinctive features of Lesson 4 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.
- 1.8. Engage participants in their sub-groups to examine the assessment tasks in the lesson and identify the assessment components in the NTEAP to align each task (Refer to assessment components of the lesson)
- 1.8 Refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.

| | | Ask participants in their sub-groups to identify and discuss likely questions, including controversial questions related to GESI, ICT, etc, that might arise during the lesson and how to deal with them | 1.9 | Identify and discuss likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses. | |
|--|-----|---|-----|---|---------|
| Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related | 2.1 | Engage participants in their sub-groups to identify the key concepts, including familiar and unfamiliar concepts, in lesson 4 of the two courses of each subject in the course manual and provide appropriate explanations to them. | 2.1 | Identify the key concepts, including familiar and unfamiliar concepts in lesson 4 of each course of the respective subject areas in the course manual and provide appropriate explanations to them. | 25 mins |
| concepts. Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as ICT | 2.2 | Engage participants in their sub-groups to identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural orientations, religious barriers, unreliable internet and power supply, classroom arrangement, etc) and how to respond to them. Facilitator asks participants to identify appropriate GESI responsive strategies and alternative ICT resources for teaching and learning the | 2.2 | Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement, etc) and provide appropriate responses to them. Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning of the concepts. | |

| | | | 1 | | , |
|---|-----|---|-----|---|---------|
| resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | 2.4 | concepts (e.g., Use of pre-recorded videos) Lead participants to identify and discuss any aspect of Lesson 4 that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. E.g., the use of virtual mode of teaching due to the COVID-19 pandemic | 2.4 | Identify aspects of Lesson 4 that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities. | |
| | 2.5 | Engage with participants in their sub-groups to identify appropriate resources that may be needed to efficiently teach the lesson. E.g. ICT resources, maps, resource persons, electric power, electronic versions of the Hadith in RME. | 2.5 | Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity. | |
| 3. Teaching, learning and assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning | | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | 3.1 | Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT. | 35 mins |
| activities and identification of | 3.2 | Invite a participant to form each sub-group | 3.2 | Open to lesson 4 of the course in the | |

- GESI and ICT issues that require clarification.
- Reading of
 assessment
 opportunities and
 ensuring they are
 aligned to the
 NTEAP and required
 course assessment:
 subject project
 (30%), subject
 portfolio (30%) and
 end of semester
 examination (40%)
 Working through
 one or two
 activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be

- to read out the activities of lesson 4 of each course (Refer to teaching and learning activities of lesson 3 of each course of the respective subjects in the course manual)
- 3.3 Together with participants in each sub-group, identify and discuss issues that need further clarification or review, including issues related to GESI, ICT, and new teaching techniques such as cultural responsive pedagogy, herring boning, etc.
- 3.4 Engage participants in their groups to examine the assessment opportunities in their respective subject areas and indicate by writing down whether the components of assessment and their percentages are aligned to the NTEAP.
- 3.5 Let participants share their findings with their colleagues.
- 3.6 Explain to participants (tutors) how they can make their assessment align to the NTEAP.

- course manual and reads out the activities in the lesson while the rest actively listen.
- 3.3 The facilitators(s), together with the sub-groups, identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as cultural responsive pedagogy, herring boning, etc.
- 3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP. Share their findings with colleagues.

- 3.5 Let participants share their findings with their colleagues.
- 3.6 Listen to explanation from the facilitator(s) on how to align assessment to the NTEAP.

- done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance.
- Identify resources required for any TLMs and provide guidance on their development

- 3.7 Invite participants, in their respective groups, to examine the suggested assessment tasks in the lesson and see if STS is integrated in them.
- 3.8 Let participants critically study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, Telegram, etc
- 3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.
- 3.10 Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as how to successfully

- 3.7 Discuss how the assessment tasks in the lesson integrate STS in them.
- 3.8 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, etc.
- 3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.
- 3.10 Participants ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully

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|---|---|--|---------|
| | implement the new | implement the new | |
| | contents and | contents and | |
| | strategies. | strategies. | |
| | strategies. 3.11 Lead participants in their sub-groups to identify activities in the lesson which can be used to develop core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem | 3.11 Identify activities in the lesson which promote the development of core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving. | |
| | solving. 3.12 Ask participants in their groups to identify aspects of the lesson where power point presentations or other resources need to be developed to support learning. | 3.12 Identify aspects of the lesson where power point presentations or other resources need to be developed to support learning. | |
| 4 Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for | 4.1 Facilitator asks participants to review the PD session and identify outstanding issues relating to this lesson for clarification. | 4.1 Review session and identify outstanding issues relating to the lesson for clarification. | 10 mins |
| clarification. Course assignment Advance preparation In the case of | 4.2 Lead participants to discuss how to resolve the outstanding issues in the lesson. | 4.2 Facilitator and Participants discuss how to resolve the outstanding issues in the lesson. | |
| unresolved issues | 4.3 Ask participants to study Lesson 5 in their respective subject areas in the course manual and prepare for the next PD session. (Refer to | 4.3 Study Lesson 5 in their respective subject areas in the course manual and prepare for the next PD session (Refer to lesson four on | |

| | lesson four on Geography, History, Social Studies and R.M.E in the course manual) | geography, History, Social Studies and R.M.E. in the course manual |
|--|---|---|
| Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions. | | |

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

LESSON TOPICS:

a. Geography:

- Map scale and measurement
- Laws, Theories and Models in Geography

b. History:

- Slavery and the slave trade in Ghana (I)
- Military regimes I

c. Social studies:

- Ways to Promote Interest in Tourism in Ghana
- Civic Ideals and Participatory Citizenship

d. RME:

- Unique RME Teaching Strategies II
- Basic Islamic Beliefs II

| pro wh gu ide SL, | cus: the bullet points ovide the frame for nat is to be done. The idance notes in italics entify the prompt the /HoD needs and each e must be addressed | the session. What the SL/HoDs will have to say during each stage of the session | | Guid Acti Sess part do a the | Time in session | |
|-------------------------------|---|---|--|---|--|---------|
| • | Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main | 1.1 | Give session participants sheets of papers to write down their reflections on the previous PD sessions – especially Session 4. | 1.1 | Reflects on PD Session 4 by writing down their points. | 20 mins |
| • | purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and | 1.2 | Ask participants to share their reflections with other participants. | 1.2 | Share their reflections on Session 4 with colleagues. | |

- social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.

- 1.3 Ask participants to give brief descriptions of their various lessons (Lessons 5) as contained in their subject areas' manuals. Refer to the course manual).
- 1.4 Ask participants to come up with the main purposes of their lessons as stated in the course manual (Refer to third page).
- 1.5 Ask participants to identify and write down cross cutting issues that need to be taken care of in their lessons. (E.g.: Gender equity, inclusivity, etc)
- 1.6 Ask participants to share with their colleagues cross cutting issues identified and compare their issues for discussion.
- 1.7 Ask participants to identify the learning outcomes and indicators in their various lessons for discussions to see whether they matched.
- 1.8 Ask participants to identify distinctive features of the lessons-introductions, learning outcomes and indicators,

1.3 Refer to Lesson 5 and give an overview.

- 1.4 Refer to appropriate pages of the course manual and give a brief description of the lesson.
- 1.5 Identify and write down cross cutting issues in their individual lessons.
- Share with their colleagues cross cutting issues identified and discussed.
- 1.7 Refer to the relevant columns of their lessons to read out the learning outcomes and indicators and relevant activities for discussions.
- 1.8 Identify distinctive features of their lessons-- introductions, learning outcomes and indicators,

| | | 1.9 | teaching methods and activities etc including use of digital tools and paying attention to equity and inclusivity issues. Ask participants to identify assessment procedure that are applicable to their lessons (must be aligned to NTEAP) | 1.9 | teaching methods and activities etc including use of digital tools and attention to equity and inclusion issues. Identify assessment their assessment procedure that are applicable in their lessons taking cognisance of the NTEAP. | |
|---|---|------|--|------|---|---------|
| | | 1.10 | Lead participants to anticipate questions which might arise from the introduction to the lesson and provide responses. | 1.10 | Anticipate questions which might arise from the introduction to the lesson and provide responses. | |
| | | 1.11 | Guide participants to anticipate controversial questions related to GESI and ICT and provide appropriate responses. | 1.11 | Anticipate controversial questions related to GESI and ICT and provide responses. | |
| 2 | Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts | 2.1 | Ask participants to identify the key concepts in their various subject areas from their course manuals. | 2.1 | Identify the key concepts in their various subject areas from their course manuals. | 25 mins |
| • | Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT resources for the | 2.2 | Lead participants to identify possible challenging areas in teaching the concepts identified. Eg. Gender stereotyping, unreliable internet and power supply, classroom arrangement, persons with disability. | 2.2 | Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, people with learning | |

| • | teaching and learning of the concept. Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as ICT resources need consideration. The resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | 2.3 | Ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept. Ask participants to identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. | 2.4 | and physical disabilities, socio-economic background of students etc. Identify needed. GESI responsive and ICT resources for teaching and learning the concepts, taking into consideration local availability and cultural and religious sensitivity. e.g., Videos, maps, mobile phones, textbooks, photographs, resource persons etc. Identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. | |
|---|---|---|---|-----|---|---------|
| • | Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning | 1 | Let participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT. | 3.1 | Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT. | 35 mins |

- activities and identification of GESI and ICT issues that require clarification.
- Reading of
 assessment
 opportunities and
 ensuring they are
 aligned to the NTEAP
 and required course
 assessment: subject
 project (30%),
 subject portfolio
 (30%) and end of
 semester
 examination (40%)
 Working through one
 or two activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in

- 3.2 Lead participants to discuss the activities and how they can be implemented during the lesson.
- 3.3 Ask two volunteers to demonstrate how to use the activities to teach for their peers to observe and comment on
- 3.4 Ask participants to write down in their respective subject areas whether the components of assessment and their percentages are aligned to the NTEAP and share their findings with their colleagues.
- 3.5 Discuss with participants how they can make their assessment align to the NTEAP.
- 3.6 Let participants examine the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc

- 3.2 Discuss the activities for their various lessons and how to implement them.
- 3.3 Demonstrate how to use the activities to teach while their colleagues observe and make comments comment.
- 3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share your findings with colleagues.
- 3.5 Discuss how to align assessment to the NTEAP.
- 3.6 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content) and identify how to use new strategies of teaching such as differentiated task grouping, fish/herring boning,

- real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance.
- Identify resources required for any TLMs and provide guidance on their development

- and use appropriate ICT tools such zoom, Google class, LMS)
- 3.7 Facilitator ask participants to explain how the unfamiliar teaching strategies could be used and let volunteers demonstrate how to use them in teaching
- 3.8 Using think-pair-share technique, let participants to identify areas to assess and explain how they will assess during the lesson delivery, keeping in mind NTEAP requirements.
- 3.9 Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.
- 3.10 Facilitator ask participants to identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For

- scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS).
- 3.7 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.
- 3.8 Participants uses think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.
- 3.9 Ask questions on issues of interest including, controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.
- 3.10 Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical

| | example, critical thinking, creativity, communication and collaboration, digital literacy, and leadership. | thinking, creativity, communication and collaboration, digital literacy, creativity, and leadership. |
|---|---|--|
| | 3.11 Ask participants to identify where PowerPoint presentations or other resources need to be developed to support learning. | 3.11 Identify where PowerPoint presentations or other resources need to be developed to support teaching and learning. |
| 4 Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment | 4.1 Facilitator asks participants to review the session and identify any outstanding issues relating to the lesson for clarification. | 4.1 Review session and identify any outstanding issues for clarification. |
| O Advance preparation O In the case of unresolved issues | 4.2 Facilitator asks participants to study Lesson 6 for the next PD session. | 4.2 Participants to study Lesson 6 for the next PD session. |
| Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are | | |
| explicitly addressed in the PD sessions. | | |

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUALS

LESSON TOPICS:

a. Geography:

- Methods and Explanations in Geography
- Conventional Signs and Symbols

b. History:

- Slavery and the slave trade in Ghana (II)
- Military regimes II

c. Social studies:

- Meeting the Needs of the Youth
- Contributions of Tourism and Leisure to the Socio- economic Development of Ghana

d. RME:

- Islamic Practices I
- Specific Curriculum Resources/Materials in RME I

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|--|-----------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the | 1.1 Ask a volunteer among the participants to give any suitable icebreaker to start the PD session. | 1.1 Volunteer to give an icebreaker to start the session which will help other participants to do same in starting their lesions in class. | 20 mins |
| main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and | 1.2 Ask participants to write down their reflections on Session 5 taking into account the elements they were able to implement in their | 1.2 Reflect on PD Session 5 by writing down their points including elements of the discussions they were able to implement in class | |

| social inclusion (GESI), ICT. Identification of | | teaching and those they could not. | | and those they could not. | |
|---|-----|---|-----|--|--|
| important or distinctive aspects of the lesson Reading and discussion of the introductory sections up to learning outcomes. Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. Identify assessment, aligned to NTEAP. | 1.3 | Ask participants to write at least two challenges they each faced in the course of delivering their lesions after the Session 5. | 1.3 | Write down on papers at least two challenges that affected the complete implementation of the discussions on session 5. E.g., Classroom arrangement, inadequate time, timing of the lesson, lack of appropriate TLMs, power and internet services challenges | |
| Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial | 1.4 | Ask participants to share their reflections with other participants. | 1.4 | Share their reflections on session 5 with colleagues as well as the challenges they faced during the delivery of lesson 5. | |
| questions related to GESI and ICT and provide responses for SL/HoD. | 1.5 | Ask participants to each use two minutes to read silently their lesions descriptions. | 1.5 | Spend two minutes reading silently the lesson descriptions from the course manual. | |
| | 1.6 | Ask three participants volunteers to read aloud descriptions of their various lessons (lessons 6) as contained in their course area manuals. Refer to page? of the course manuals). | 1.6 | Refer to appropriate pages of the course manuals and give a brief description of the lesson. | |

1.7 Carefully examines

his/her lesion as

the main purpose of

1.7 Ask each participant

to carefully examine the main purpose of

| | his/her lesson as stated in the course manual (Refer to page?). | | stated in the course manual. |
|------|---|------|--|
| 1.8 | Ask two different volunteers to read out the purposes of their lessons for discussion. | 1.8 | Volunteer to read out their lesson's main purposes for the group to discuss. |
| 1.9 | Ask participants to form smaller subject based groups to identify and write down cross cutting issues that need attention to ensure Gender equity, inclusivity, etc. | 1.9 | Identify and write down cross cutting issues that need attention to ensure Gender equity, inclusivity, etc. |
| 1.10 | Ask each group to compare their crosscutting issues identified with the nearest group. The whole session participants then bring out the issues for discussion. | 1.10 | group participants compare with other groups cross cutting issues identified after which all participants discussed the issues. |
| 1.11 | Ask participants to identify distinctive features of the lesson six in their various subject areasintroductions, learning outcomes and indicators, teaching methods/strategies and activities etc including use of digital tools and paying attention to equity, inclusivity and gender | 1.11 | ldentify distinctive features of their lessons introductions, learning outcomes and indicators, teaching methods and activities etc including use of digital tools and attention to equity and inclusion issues. |

issues.

| | | 1.12 | The facilitator asks participants to refer to their course | 1.12 | Identify the assessment procedures that are | |
|---|----------------------------|------|--|------|---|---------|
| | | | manuals to identify assessment | | applicable in their lessons taking | |
| | | | procedures that are spelt out and relate | | cognisance of the NTEAP. | |
| | | | them to the NTEAP. | | | |
| | | 1.13 | L ads participants to brainstorm on likely | 1.13 | Brainstorm on likely questions which | |
| | | | questions which might arise from the | | might arise from the introduction to the | |
| | | | introduction to the lesson and provide | | lesson and provide appropriate | |
| | | | appropriate responses in readiness. | | responses. | |
| | | 1.14 | Ask participants to | 1.14 | Brainstorm to | |
| | | | brainstorm to identify possible controversial | | identify possible controversial | |
| | | | questions especially | | questions especially | |
| | | | related to GESI and ICT and provide | | related to GESI and ICT and provide | |
| | | | appropriate | | responses. | |
| | | | responses. | | | |
| 2 | Concept | 2.1 | Ask participants to in | 2.1 | Refer to Lesson 6 and | 25 mins |
| | Development (New | | their subject based | | identify the key | |
| | learning likely to | | groupings identify the | | concepts to be | |
| | arise in this lesson): | | key concepts that | | developed in their | |
| • | Identification and | | need to be developed | | various subject areas from their course | |
| | discussion of | | in their various subject areas on | | manuals. | |
| • | concepts Identification of | | Lesson 6 from their | | manuais. | |
| | possible challenging | | course manuals. | | | |
| | areas in teaching of | | | | | |
| | the concept. This | 2.2 | Ask participants to | 2.2 | Brainstorm to | |
| | may include GESI | | brainstorm to identify | | identify possible | |
| | and ICT related | | possible challenging | | challenging areas in | |
| | concepts. | | areas in teaching the | | teaching the | |
| • | Identification of | | concepts identified. | | concepts identified. | |
| | needed GESI | | E.g., Cultural barriers, | | E.g., Cultural | |
| | responsive and ICT | | Gender stereotyping, | | barriers, Gender | |
| | resources for the | | unreliable internet | | stereotyping, | |
| | teaching and | | and power, classroom | | unreliable internet | |
| | learning of the | | arrangement, persons with disabilities etc. | | and power, classroom | |
| | concept. | | שינוו עוסמטווונופט פננ. | | CIASSIUUIII | |

Identify any aspect arrangement, people with learning and of the lesson that might be challenging physical disabilities, for tutors in terms of socio-economic new learning, and background of students etc which needs to be considered prior to taking tutors 2.3 Facilitator asks 2.3 Brainstorm to through the lesson participants to identify needed GESI activities "walk brainstorm on needed responsive and ICT **GESI** responsive and resources for through". Equity and inclusion issues as ICT resources for teaching and teaching and learning learning the well as ICT resources of the concept. concepts, taking into need consideration. consideration local The resources availability and needed must be cultural and religious identified: literature sensitivity. E.g., page referenced Videos, maps, mobile etc, on web, YouTube, physical phones, textbooks, resources, power photographs, resource persons etc. point; how they should be used. 2.4 Brainstorm to 2.4 Ask participants to in Consideration needs their subject based identify aspects of to be given to local groups identify any the lesson that might availability aspect of the lesson be challenging for that might be tutors in terms of challenging for tutors new learning, and in terms of new which needs to be learning, and which considered prior to needs to be taking tutors through considered prior to the lesson activities. taking tutors through the lesson activities. Teaching, learning 3.1 Let participants read 3.1 Read through the 35 mins and assessment teaching and learning through the activities for the suggested teaching activities of Lesson six and learning activities in their subject areas lesson. Reading of teaching for the Lesson 6 in the and identify activities course manual and they consider as and learning identify activities unclear paying activities and identification of which they consider attention to activities as unclear. Ask them that are related to areas that require to pay special GESI and ICT. clarification especially GESI attention to the activities relating to related activities.

- Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.
- Reading of
 assessment
 opportunities and
 ensuring they are
 aligned to the
 NTEAP and required
 course assessment:
 subject project
 (30%), subject
 portfolio (30%) and
 end of semester
 examination (40%)
 Working through
 one or two activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.

- cross cutting issues like GESI and ICT.
- 3.2 Ask participants to think-pair-share the teaching and learning activities to be used and how they can be implemented during the lesson delivery in the various subject areas.
- 3.3 Discuss with participants how they can make their assessment align to the new national teacher education assessment policy (NTEAP)
- 3.4 Ask participants in their subject based smaller groups examine the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection that is gender responsive, inclusive, cultural sensitive etc and how to use the new strategies of teaching.
- 3.5 Ask participants to explain how the unfamiliar teaching strategies could be used and let volunteers demonstrate how to use them in teaching.

- 3.2 Using think-pairshare technique discuss the teaching and learning activities outlined in lesion six of their various course manuals and how to implement them.
- 3.3 Study the
 assessment tasks to
 find out if they are
 aligned to the new
 Nation teacher
 education
 assessment policy
 (NTEAP)
- 3.4 Based on smaller groups examine the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection that is gender responsive, inclusive, cultural sensitive etc and how to use the new strategies of teaching.
- 3.5 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g.,

- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance.
- Identify resources required for any TLMs and provide guidance on their development

content) and identify how to use new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.

selection of GESI

- 3.6 Using think-pair-share technique, the facilitator let participants to identify areas to assess and explain how they will be assessed during the lesson delivery, keeping in mind the NTEAP standards.
- 3.7 Give opportunity to participants to ask questions (including questions on controversial issues including gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.
- 3.8 Ask participants to identify where, and which, 21st century transferable skills, including digital skills, are being developed or applied. For

- 3.6 Use think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.
- 3.7 Ask questions on issues of interest including; controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.
- 3.8 Identify where, and which, the 21st century transferable skills, including digital skills, are being developed or applied. For example,

| | thinking communication collaboration literacy leaders 3.9 Ask particle identify PowerFunction presentes course. | rticipants to y where Point tations or other ces need to be ped to support | 3.9 | critical thinking, creativity, communication and collaboration skills, digital literacy, and leadership. Identify where PowerPoint presentations or other resources need to be developed to support teaching and learning. | |
|---|--|--|-----|---|---------|
| 4 Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment | to revie through answer identify outstar relating | the participants whe session of questions and also yeary and issues to the lesson ification. | 4.1 | Review session and identify any outstanding issues for clarification. | 10 mins |
| Advance preparationIn the case of unresolved issues | particip down a new th | ilitator asks pants to write It least one ling they have Id uring the | 4.2 | Write down new things they have learned during the session and share with their colleagues. | |
| | particip | tor asks pants to study 7 for the next sion. | 4.3 | Study Lesson 7 for the next PD session. | |
| Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject | | | | | |

| portfolio preparation | |
|-------------------------|--|
| and development are | |
| explicitly addressed in | |
| the PD sessions. | |

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies, Religious and Moral Education etc.)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 7 IN THE COURSE MANUAL

LESSON TOPICS:

Geography:

- Map symbols
- Geographical Theories and Modules

Social Studies:

- How the Youth can prepare themselves for National Development
- Players involved in the Promotion of tourism in Ghana.

History:

- History of Education (I)
- Multi-party politics in Ghana I

RME:

- Islamic Practices II
- Specific Curriculum Resources/Materials in RME II

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|-----------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course | 1.1 Ask participants to reflect on Lesson 6 of the previous PD session outlining the key features of the lesson. Let tutors tell how useful the previous PD session influenced their teaching over the week. | |
| manual.Highlight cross cutting themes i.e., gender equality and | 1.2 Let tutors read and discuss the main purpose of the lessons in the course manuals of their respective 1.2 Discuss the main purpose of the lesson in the course manuals of your subject areas. | |

| | | 1 | |
|---|------------------------|---|-----------|
| | social inclusion | subject areas. Refer to | |
| | (GESI), ICT. | the topics in the course | |
| • | Identification of | manuals of their | |
| | important or | respective subjects. | |
| | distinctive aspects of | | |
| | the lesson | 1.3. Ask participants to 1.3 Identify and write | |
| | Reading and | identify and write down down cross cutting | |
| | discussion of the | cross cutting themes in themes in your | |
| | | their lessons and share lessons and share | |
| | introductory | with their colleagues with your | |
| | sections up to | , | |
| | learning outcomes. | the cross-cutting issues colleagues the | |
| • | Identify important or | identified. (E.g.: Gender cross-cutting issues | |
| | distinctive features | equity and inclusivity, identified. | |
| | of the lesson | the use of ICT etc). | |
| | including use of | | |
| | digital tools and | 1.4. Discuss with 1.4 Discuss the main | |
| | attention to equity | participants the main Learning Outcomes | |
| | and inclusion issues. | Learning Outcomes (LOs) and the | |
| • | Identify assessment, | (LOs) and the Learning Learning Indicators | |
| | aligned to NTEAP. | Indicators (LIs) raised in (LIs) raised in the | |
| • | Anticipate questions | the lesson and lesson. | |
| | which might arise | anticipate controversial | |
| | from the | questions that may | |
| | | arise relating to GESI | |
| | introduction to the | and ICT and provide | |
| | lesson and provide | • | |
| | responses for | responses where | |
| | SL/HoD. Anticipate | applicable. | |
| | controversial | (Refer to the learning | |
| | questions related to | outcomes and indicators | |
| | GESI and ICT and | section of the lessons by | |
| | provide responses | drawing a relationship | |
| | for SL/HoD. | between the indicators and | |
| | • | the learning outcome?). | |
| | | | |
| | | Note: This must be done | |
| | | taking into consideration the | |
| | | various social science | |
| | | subjects outlined above (i.e., | |
| | | Geography/History/Social | |
| | | Studies/RME etc.) | |
| 2 | Concept | 2.1 Have participants work 2.1 Work in | 25 mins |
| | Development (New | in pairs/groups, with pairs/groups and | 23 111113 |
| | • | | |
| | learning likely to | respect to this lesson to identify the key | |
| | arise in this lesson): | identify the key concepts in your | |
| • | Identification and | concepts in their various subject | |
| | discussion of | various subject areas areas from your | |
| | concepts | course manuals. | |

- Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.
- Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.
- Identify any aspect
 of the lesson that
 might be challenging
 for tutors in terms of
 new learning, and
 which needs to be
 considered prior to
 taking tutors
 through the lesson
 activities "walk
 through". Equity and
 inclusion issues as
 well as ICT resources
 need consideration.
- The resources
 needed must be
 identified: literature
 – page referenced
 etc, on web,
 YouTube, physical
 resources, power
 point; how they
 should be used.
 Consideration needs
 to be given to local
 availability

from their course manuals.

E.g., Geography: map, symbol, theories, modules etc.

Social studies: development, youth, tourism etc.
History: education, informal education, polities, malty party etc.

RME: proselytization, evangelism, curriculum, resources, field trip etc.

- 2.2 Have tutors discuss the possible challenging areas in teaching the concepts identified taking into consideration the needed GESI responsive and ICT resources. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, etc.
- 2.3 Have tutors in groups to identify any aspect of the lesson that might be challenging in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities.
- 2.4 Support tutors to identify resources that can be used in the teaching and learning of the concepts mentioned above.

E.g.
Geography: maps, miniature conventional symbols Video

2.2 Discuss any possible challenging areas in teaching the concepts identified.

- 2.3 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning.
- 2.4 Identify resources that can be used in the teaching and learning concepts identified in your various subject areas.

| | | 1 | | |
|---|------------------------|--------------------------------|-----------------------|---------|
| | | clips, Internets and ICT, | | |
| | | Projectors, Laptops Flip | | |
| | | charts Video clips, Internets | | |
| | | and ICT, Projectors, Laptops | | |
| | | etc. | | |
| | | Social Studies: Video clips, | | |
| | | Internets and ICT, Projectors, | | |
| | | Laptops etc. | | |
| | | History: models, mapping of | | |
| | | the concepts, Video clips, | | |
| | | 1 | | |
| | | Internets and ICT, Projectors, | | |
| | | Laptops etc. | | |
| | | RME: Video clips, Internets | | |
| | | and ICT, Projectors, Laptops, | | |
| | | religious objects, sites and | | |
| | | ceremonies in the | | |
| | | community, digital resources | | |
| | | such as youtube videos etc. | | |
| 3 | Teaching, learning | 3.1. Let tutors read the | 3.1. Suggest teaching | 35 mins |
| | and assessment | course manual and | and learning | |
| | activities for the | suggest teaching and | activities that can | |
| | lesson. | learning activities that | be used in teaching | |
| _ | Reading of teaching | can be used in teaching | your lesson taking | |
| | - | lesson 7 in their various | into consideration | |
| | and learning | | activities that are | |
| | activities and | subject areas. the | | |
| | identification of | lesson. Read the | related to GESI and | |
| | areas that require | activities in the course | ICT. | |
| | clarification | manual and identify | | |
| | especially GESI | those that require | | |
| | related activities. | clarification and pay | | |
| • | Reading of teaching | special attention to the | | |
| | and learning | activities relating to | | |
| | activities and | cross cutting issues like | | |
| | identification of GESI | GESI and ICT. | | |
| | and ICT issues that | E.g., Geography: discussion, | | |
| | require clarification. | brainstorming, question and | | |
| | • | answer methods etc. | | |
| | Reading of | Social Studies: power point | | |
| | assessment | | | |
| | opportunities and | presentation, shower | | |
| | ensuring they are | thoughts, discussion etc. | | |
| | aligned to the NTEAP | History: practical activities, | | |
| | and required course | discussion, lecturette, think- | | |
| | assessment: subject | pair-share demonstration | | |
| | project (30%), | etc. | | |
| | subject portfolio | RME: practical activities, | | |
| | (30%) and end of | watching video clips etc. | | |
| | semester | | | |
| | | | l | l |

- examination (40%)
 Working through
 one or two activities.
- Select activities. linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being

- 3.2. Let tutors demonstrate how to use the activities suggested to teach for their peers to observe and comment on.
- 3.3. Engage tutors on a discussion on the linkages between activities of the lessons, the CLOs and CLIs and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI contents that may arise from the discussions.
- 3.4. Let tutors explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas. (the use of ICT tools such zoom, telegram in areas with poor internet connectivity).
- 3.5. Using think-pair-share technique, let participants in their sub-groups identify areas to assess and explain how they will assess such areas during their lessons. Learners identify assessment components and their percentages in their course manuals to ensure that they are aligned to the NTEAP.

- 3.2. Demonstrate how to use the activities suggested to teach for your colleagues to observe and comment.
- 3.3. Discuss the linkages between activities of the lessons, the CLOs and CLIs and identify any unfamiliar areas that need clarification.
- 3.4. Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.
- 3.5. Identify areas to assess in your lesson and explain how you will assess them during your lessons.

| | davidanadan | D-f- | to NTCAD account | | | |
|-----|-----------------------|------|----------------------------------|------|-------------------------------------|---------|
| | developed or | | er to NTEAP course | | | |
| | applied. | | ssment where Subject | | | |
| • | Makes links to the | _ | ect (30%,), portfolio | | | |
| | existing PD Themes | | 6) and end of semester | | | |
| | with page reference | exar | nination (40%). | | | |
| | where they can | | | | | |
| | support teaching, for | 3.6. | Encourage tutors to ask | 3.6. | Participants ask | |
| | example: action | | questions on | | questions on | |
| | research, | | controversial issues | | controversial issues | |
| | questioning and to | | including GESI, cultural | | in their sub-groups. | |
| | other external | | and religious matters in | | | |
| | reference material. | | their subject areas. | | | |
| • | Identify where | | then subject a cus. | | | |
| | • | 2 7 | Initiate a group | 2 7 | Discuss the | |
| | power point | 3.7. | discussion on the kind | 3.7. | transferable skills, | |
| | presentations or | | | | • | |
| | other resources | | of transferable skills or | | including digital | |
| | need to be | | 21 st Century Skills, | | skills being | |
| | developed to | | including digital skills, | | developed or | |
| | support learning and | | being developed or | | applied. | |
| | provide guidance. | | applied. For example, | | | |
| • | Identify resources | | communication and | | | |
| | required for any | | collaboration, digital | | | |
| | TLMs and provide | | literacy, creativity, and | | | |
| | guidance on their | | leadership. | | | |
| | development | | | | | |
| 4. | Evaluation and | 4.1 | Engage participants in | 4.1 | Provide a feedback | 10 mins |
| rev | view of session: | | self-evaluation and | | of the PD session. | |
| • | Review learning and | | encourage them to | | | |
| | identification of any | | provide feedback of the | | | |
| | outstanding issues | | PD session. | | | |
| | relating to this | | | | | |
| | lesson for | 4.2 | Ask participants to | 4.2 | Identify any | |
| | clarification. | 7.2 | identify outstanding | 7.2 | outstanding issues | |
| | Course assignment | | issues relating to the | | relating to the | |
| • | o Advance | | lesson for clarification | | lesson. | |
| | | | | | iesson. | |
| | preparation | | taking note of all | | | |
| | o In the case of | | unresolved issues. | | | |
| | unresolved | | Ant I Inc. 1 | , _ | Decide C | |
| | issues | 4.3 | Ask tutors to read | 4.3 | Read Lesson 8 of | |
| | | | Lesson 8 of the Course | | the Course Manual | |
| | | | Manual ahead of time | | identify issues of | |
| | | | | i | r | |
| | | | to identify issues of | | concern for | |
| | | | concern for | | concern for clarification before | |
| | | | • | | | |
| | | | concern for | | clarification before | |
| | | | concern for | | clarification before the next PD | |

| Course assessment in | |
|-------------------------|--|
| accordance with the | |
| NTEAP: SWL need to | |
| review assessment in | |
| the course manual to | |
| ensure it complies with | |
| NTEAP implementation | |
| and the 60% continuous | |
| assessment and 40 % | |
| End of semester | |
| examination. This | |
| means ensuring subject | |
| project, subject | |
| portfolio preparation | |
| and development are | |
| explicitly addressed in | |
| the PD sessions. | |

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies, Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

LESSON TOPICS:

Social Studies:

- Concepts of Democracy and Democratic Governance
- Land as a Natural Resource and How it is Used in our Communities.

Geography:

- Statistical Mapping Techniques
- Selected Geographical Theories and Models (II)

History:

- Multi-party politics in Ghana I
- History of Education (II)

RME:

- Islamic Values I
- Specific Curriculum Resources/Materials in RME III

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Leading the session. What the SL/HoDs will have to say during each stage of the session the session. | | Time in session |
|--|--|--|-----------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and | 1.1. Ask tutors to reflect on Lesson 7 of the previous session and share with their colleagues some distinctive aspects of the lesson and challenges encountered. 1.2. Ask tutors to read aloud and discuss the following major components of the | 1.1 Discuss with your colleagues some distinctive aspects and challenges encountered in Lesson 7 of the previous session. 1.2 Discuss the following major components of the lesson in your course manuals and | 20 mins |

- social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.

- lesson in their course manuals and draw relationships between the Learning Indicators (LIs) and the Learning Outcomes (LOs):
- i. Introductory sections
- ii. Purpose of the lessons
- iii. Learning
 Outcomes (LOs)
- iv. Learning Indicators (LIs)
- Participants must anticipate controversial questions that may arise from the lesson relating to GESI and ICT and provide responses where applicable.
- Refer to the topics in the course manuals of their respective subject areas.
- 1.3. Discuss with tutors 21st Century skills or cross cutting issues relating to their lessons and how they could be addressed or developed. Guide tutors to discuss issues related to SEN by setting out rules to protect the vulnerable student teachers. (E.g.: Gender Equality and Social Inclusion GESI, the use of ICT, critical tical and independent

- draw relationships between the Learning Indicators (LIs) and the Learning Outcomes (LOs):
- Introductory sections
- Purpose of the lessons
- Learning Outcomes (LOs)
- Learning Indicators (LIs)

1.3 Discuss cross cutting issues relating to your lessons and how they could be addressed or developed.

| | T | | | ı |
|--|--|-----|--|---------|
| | thinking, communication | | | |
| | skills). | | | |
| | 1.4. Guide tutors to discuss distinctive features of the lesson including use of digital tools and attention given to equity and inclusion issues. NB: The discussion should include student teacher specific strengths and weaknesses. | 1.4 | Discuss distinctive features of the lesson including use of digital tools and attention given to equity and inclusion issues | |
| 2. Concept Development | 2.1. Engage tutors in the | 2.1 | Discuss the key | 25 mins |
| (New learning likely to | identification and | | concepts in your | |
| arise in this lesson): | discussion of familiar | | various subject areas | |
| Identification and | and unfamiliar | | from your course | |
| discussion of | concepts in the | | manuals and possible | |
| concepts | lesson and the | | challenging areas in | |
| Identification of | possible challenging | | teaching the | |
| possible challenging | areas in teaching the | | concepts. | |
| areas in teaching of | concepts identified. | | | |
| the concept. This | Social Studies: democracy, | | | |
| may include GESI and | governance, land natural | | | |
| ICT related concepts. | resources, communities | | | |
| Identification of | etc. | | | |
| needed GESI | Geography: statistics, | | | |
| responsive and ICT | mapping, histogram | | | |
| resources for the | Growth Pole Theory, | | | |
| teaching and learning | Gravity model etc. | | | |
| of the concept. | History: independence, | | | |
| Identify any aspect of | education. enrolment, | | | |
| the lesson that might | election etc. | | | |
| be challenging for | RME: values, curriculum, | | | |
| tutors in terms of | materials etc | | | |
| new learning, and | NB: Possible challenging | | | |
| which needs to be | areas may include gender | | | |
| considered prior to | stereotyping, unreliable | | | |
| taking tutors through | internet and power | | | |
| the lesson activities | supply, classroom | | | |
| "walk through". | arrangement, etc. | | | |
| Equity and inclusion | | | | |
| issues as well as ICT | 2.2. Ask participants to | 2.2 | Identify any aspect of | |
| | identify any aspect of | | the lesson that might | |

| the lesson that might be challenging for vuou in terms of new learning and the resources that may be needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability 3 Teaching, learning and assessment activities for the lesson. • Reading of teaching and learning activities and identification of areas that require clarification. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • Reading of eassessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject assessment: subject assessment: subject assessment: subject and required course assessment: subject and required course assessment: subject and required course assessment: subject areas and ensuring they are aligned to the NTEAP and required course assessment: subject assessment: subject assessment: subject and local and required course assessment: subject and required course assessment: subject and the resources that may be needed in treating them. **Neading into consideration olcal availability, cultural and religious sensitivity. **Note: The needed resource availability, cultural and religious sensitivity. **Note: The needed resources must include approaches to teaching and learning activities that relate to GESI and the resources that may be needed in treating them. **State Teaching and the resources that may be needed in treating them. **State Teaching and the resources may include approaches availability, cultural and religious sensitivity. **State Teaching and learning activities and learning activities that are late to GESI and the resources availability cultural an | | | 1 | | 1 | | 1 |
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| The resources needed must be identified: literature — page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability 3 Teaching, learning and religious sensitivity. Note: The needed resources must include GESI responsive and ICT resources for teaching and learning activities for the lesson. Reading of teaching and learning activities and identification of GESI and ICT and need further clarification especially GESI related activities. Reading of teaching and learning activities that require clarification. Reading of easching and learning activities that are linked to CLO and CLIs that may vary from their previous experiences. Tutors discuss how to use these activities must include approaches at the required course assessment opportunities and ensuring them taking into consideration local availability, cultural and religious sensitivity. Note: The needed resources must include GESI responsive and ICT resources for teaching and learning activities in the course manuals of their subject areas and discuss activities that relate to GESI and ICT and need further clarification. Reading of teaching and learning activities that relate to GESI and ICT and need further clarification. Reading of teaching and learning activities that are linked to CLO and CLIs that may vary from their previous experiences. Solve the resources that may be needed in treating them. Read and discuss activities to availability, cultural and religious availability, cultural and religious availability, cultural and religious availability. Cultural and religious availability availability. Cultural and religious availability av | | resources need | | the lesson that might | | be challenging for | |
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| Working through one specific topics in | | | | specific topics in | | | |
| or two activities. | | or two activities. | | | | | |

- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can

- social studies, history RME, geography etc.
- 3.3 Engage tutors to read and discuss the assessment components of the lessons in the course manual of their subgroups to ensure that they are aligned to NTEAP and required course assessment.

Reference to NTEAP and required course assessment: subject project subject and portfolio Working through one or two activities for either or both portfolios.

- 3.4 Using brainstorming technique, guide tutors to identify areas to assess and explain how they will assess during lessons. The assessment mode may include assessment for learning, assessment as learning assessment of learning.
- 3.5 Discuss with tutors the core and transferable skills in the lessons of their course manuals.

 Examples of these skills includes digital skills, communication and collaboration skills, digital literacy skills, creativity,

3.3 Discuss the assessment components of your lessons in the course manual of in subgroups to determine whether they are aligned to NTEAP and required course assessment.

3.4 Identify areas to assess and explain how they will assess during lessons.

3.5 Discuss with tutors, core and transferable skills in the lesson of your course.

| • | support teaching, for example: action research, questioning and to other external reference material. Identify where power point presentations or other resources need to be developed to support learning and provide guidance. Identify resources required for any TLMs and provide guidance on their development | 3.6 | leadership, enquiry skills etc. Ask participants to identify where PowerPoint presentations or other resources need to be developed to support learning and provide guidance on their development. For example, the development of flip charts to teach concepts in history, Eusocial studies geography etc. | 3.6 | Identify where PowerPoint presentations or other resources need to be developed to support learning and provide guidance on their development. | |
|-------------------------------------|---|-----|---|-----|---|---------|
| • | Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment O Advance preparation O In the case of unresolved issues | 4.2 | Ask tutors to summaries main ideas of the PD session. Ask tutors to identify and discuss any outstanding misconceptions that arose from the PD session for further clarification. Ask tutors to read on Lesson 9 before the next PD session. | 4.1 | Summaries the main ideas of the PD session. Discuss any outstanding misconceptions that arose from the PD session for further clarification. Read on Lesson 9 before the next PD session. | 10 mins |
| nthe en NT an ass En | curse assessment in cordance with the TEAP: SWL need to view assessment in e course manual to sure it complies with TEAP implementation d the 60% continuous sessment and 40 % d of semester amination. This means suring subject project, | | | | | |

| andria at a autholia |
|-------------------------|
| subject portfolio |
| preparation and |
| development are |
| explicitly addressed in |
| the PD sessions. |

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

Tutor PD Session for Lesson 9 in the Course Manual

LESSON TOPICS:

Geography

- Statistical Mapping II
- Selected Geographical Theories and Models (III)

History

- Socio-cultural practices in contemporary Ghana
- Party Politics since 1992

Social Studies

• Processes of Decision-Making in a Democracy

RME

- Islamic Values II
- Assessment and Testing in RME I

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|--|--------------------|
| 1. Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and | 1.1. The facilitator should ask session participants to reflect on previous PD session and write down their perspectives in terms of challenges and successes for discussion. | 1.1 Reflect on their previous PD session (PD Session 8) and discuss the challenges and successes presented by colleagues. | 20 mins |
| overview of the main purpose of the lesson in the course manual. | 1.2. Ask participants to give an overview of Lesson 9 of each course, focusing on the purpose of the lesson, its description, | 1.2 Give an overview of Lesson 9 of each course, focusing on the purpose, lesson description, contextual | |

- Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. **Anticipate** controversial auestions related to GESI and ICT and provide responses for SL/HoD.

- contextual issues and cross cutting issues, LOs and learning indicators in the course manual (i.e., lesson 9 of each course in Geography/History/Soci al Studies/RME in the course manual).
- 1.3. Ask participants, in pairs and according to subject area, to explain the main purpose of the lesson in the course manual (Refer to the purpose of lesson 9 for each course in the respective subjects.
- 1.4. Lead participants to individually identify and write down cross cutting themes in their lessons.(E.g.: GESI, Digital literacy)
- 1.5. Ask participants to share with their colleagues cross cutting issues identified in Lesson 9 of the respective courses in each subject.
- 1.6. Ask participants in their sub-groups to explain their understanding of the implications of the LOs and learning indicators of the lesson and preparation of student-teachers for teaching the Basic school curriculum (Refer to LOs and Indicators of Lesson 9 of the course

- and cross cutting issues, LOs and learning indicators in the respective subjects in the course manual.
- 1.3 Refer to the purpose of lesson 9 of each course in the respective subjects in the course manual and explain the main purpose of the various lessons.
- 1.4 Identify and write down cross cutting themes in their individual lessons.
- 1.5 Share with their colleagues cross cutting issues identified in Lesson 9 of the respective courses in each subject.
- 1.6 Refer to LOs and indicators of Lesson 9 and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum.

| | 1.7. | manual and Upper Primary and Basic 7-10 Common Core Curriculum for Social studies) Lead participants in their sub-groups to identify distinctive features of lesson 9 including, concepts, use of digital tools and attention to equity and inclusion issues, specific 21 st century core values and competences. | 1.7 | Participants in their sub-groups identify distinctive features of Lesson 9 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences. | |
|--|------|---|-----|---|---------|
| | 1.8. | Engage participants in their sub-groups to examine the assessment tasks in the lesson and identify the assessment components in the NTEAP to align each task (Refer to assessment components of the lesson) | 1.8 | Participants refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task. | |
| | 1.9. | Ask participants in their sub-groups to engage in shower thought to identify likely questions, including controversial questions related to GESI, ICT, etc, that might t arise during the lesson and how to deal with them | 1.9 | Engage in shower thought to identify likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses. | |
| 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts | 2.1 | Engage participants in their sub-groups to identify the key concepts, including familiar and unfamiliar concepts, in lesson 9 of the two courses in the course manual and | 2.1 | Identify the key concepts, including familiar and unfamiliar concepts in lesson 9 of each course of the respective subject areas in the course manual and provide | 30 mins |

- Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.
- Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.
- Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as **ICT** resources need consideration.
- The resources needed must be identified: literature page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration

- provide appropriate explanations to them.
- 2.2 Engage participants in their sub-groups to identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural orientations, religious barriers, unreliable internet and power supply, classroom arrangement) and how to respond to them.
- 2.3 Facilitator asks participants to identify appropriate GESI responsive and alternative ICT resources for teaching and learning the concepts (e.g., Use of pre-recorded videos)
- 2.4 Lead participants to identify and discuss any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. E.g., the use of virtual mode of teaching due to the COVID-19 pandemic
- 2.5 Engage with participants in their sub-groups to identify appropriate resources that may be needed to efficiently teach the lesson. E.g.

- appropriate explanations to them.
- 2.2 Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement, etc) and provide appropriate responses to them.
- 2.3 Identify appropriate
 GESI responsive and
 alternative ICT
 resources (e.g., use of
 pre-recorded videos)
 for teaching and
 learning the concepts.
- 2.4 Identify aspects of the lesson that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities.
- 2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural

| | needs to be | | ICT resources, maps, | | and religious | |
|----|-------------------------------|-----|----------------------------|----------|--------------------------|----------|
| | given to local | | resource persons, | | sensitivity. | |
| | availability | | electric power, etc | | Sensitivity. | |
| - | Teaching, | 2.1 | | 2 1 | Dood through the | 30 mins |
| 3. | O, | 3.1 | Let participants read | 3.1 | J | 30 mins |
| | learning and | | through the suggested | | teaching and learning | |
| | assessment | | teaching and learning | | activities and identify | |
| | activities for the | | activities for the lesson | | activities they consider | |
| | lesson. | | in the course manual | | as unclear paying | |
| • | Reading of | | and identify activities | | attention to activities | |
| | teaching and | | which they consider as | | that are related to | |
| | learning | | unclear. Ask them to | | GESI and ICT. | |
| | activities and | | pay special attention to | | | |
| | identification of | | the activities relating to | | | |
| | areas that | | cross cutting issues like | | | |
| | require | | GESI and ICT. | | | |
| | clarification | | | | | |
| | especially GESI | 3.2 | Invite a participant to | 3.2 | Open to Lesson 9 of | |
| | related activities. | | form each sub-group to | | the course manual and | |
| • | Reading of | | read out the activities of | | read out the activities | |
| | teaching and | | Lesson 9 of each course | | in the lesson while the | |
| | learning | | (Refer to teaching and | | rest actively listen | |
| | activities and | | learning activities of | | actively. | |
| | identification of | | Lesson 9 of each course | | , | |
| | GESI and ICT | | of the respective | | | |
| | issues that | | subjects in the course | | | |
| | require | | manual) | | | |
| | clarification. | | , | | | |
| | Reading of | 3.3 | Together with | 3.3 | SL/HoD, together with | |
| | assessment | 3.5 | participants in each sub- | 3.5 | the sub-groups | |
| | opportunities | | group, identify and | | identify and discuss | |
| | and ensuring | | discuss issues that need | | issues in the lesson | |
| | • | | further clarification or | | activities that need | |
| | they are aligned to the NTEAP | | review, including issues | | further clarification or | |
| | | | related to GESI, ICT, and | | review, including | |
| | and required | | new teaching | | issues related to GESI, | |
| | course | | techniques such as | | ICT and new teaching | |
| | assessment: | | cultural responsive | | _ | |
| | subject project | | - | | techniques such as | |
| | (30%), subject | | pedagogy, herring | | cultural responsive | |
| | portfolio (30%) | | boning, etc | | pedagogy, herring | |
| | and end of | | | | boning, etc | |
| | semester | | | | | |
| | examination | 3.4 | Engage participants in | 3.4 | Examine the | |
| | (40%) Working | | their groups to examine | | assessment tasks to | |
| | through one or | | the assessment | | find out if they are | |
| | two activities. | | opportunities in their | | aligned to the NTEAP. | |
| • | Select activities, | | respective subject areas | | | |
| | linked to CLO | | and indicate by writing | | | |
| L | | l | | <u> </u> | | <u> </u> |

- and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.

- down whether the components of assessment and their percentages are aligned to the NTEAP.
- 3.5 Let participants share their findings with their colleagues.
- 3.6 Explain to participants how they can make their assessment align to the NTEAP (i.e., Subject Project (30%,), portfolio (30%) and end of semester exam (40%).
- 3.7 Invite participants, in their respective groups, to examine the suggested assessment tasks in the lesson and see if STS is integrated in them.
- 3.8 Let participants critically study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, Telegram, etc

- 3.5 Share your findings with colleagues.
- 3.6 Listen to explanation from the SL/HoD on how to align assessment to the NTEAP.
- 3.7 Discuss how the assessment tasks in the lesson integrate STS in them.
- 3.8 Study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, telegram, etc.

Identify where, 3.9 Together with 3.9 Facilitator, together participants, brainstorm with Participants and which, core and transferable for explanation of the explain brainstorm to unfamiliar concepts and explain unfamiliar skills, including digital skills, are discuss how the concepts and discuss being developed unfamiliar teaching how the unfamiliar or applied. strategies can be used. teaching strategies can be used. Makes links to the existing PD 3.10 Give opportunity to 3.10 Ask questions Themes with (including questions on participants to ask page reference controversial issues on questions (including where they can questions on gender, cultural and support controversial issues on religious matters) or teaching, for gender, cultural and make suggestions as to example: action religious matters) or how to successfully research, make suggestions as implement the new questioning and to other external how to successfully contents and implement the new strategies. reference contents and strategies. material. Identify where 3.11 Lead participants in power point 3.11 Identify activities in their sub-groups to presentations or the lesson which identify activities in the other resources promote the lesson which can be need to be development of core used to develop core developed to and transferable skills, and transferable skills, support learning including digital skills. including digital skills. and provide For example, For example, guidance. communication and communication and Identify collaboration, digital collaboration, digital literacy, creativity, resources literacy, creativity, leadership, critical required for any leadership, critical TLMs and thinking and problem thinking and problem provide guidance solving. solving. on their development 3.12 Ask participants in their 3.12 Identify aspects of the groups to identify lesson where power aspects of the lesson point presentations or where power point other resources need presentations or other to be developed to resources need to be support learning. developed to support learning. 4. Evaluation and 4.1 Asks participants to 4.1 Review session and 10 mins

identify outstanding

review the PD session

and identify any

review of

session:

Review learning outstanding issues issues relating to the and relating to this lesson lesson for clarification. identification of for clarification. any outstanding issues relating to 4.2 Lead participants to 4.2 Facilitator and this lesson for discuss how to resolve Participants discuss clarification. the outstanding issues how to resolve the in the lesson. outstanding issues in Course the lesson. assignment o Advance preparati 4.3 Ask participants to study 4.3 Study lesson three in lesson three in their respective on respective subject areas subject areas in the O In the case of in the course manual course manual and unresolve and prepare for the next prepare for the next PD session. (Refer to d issues PD session (Refer to Lesson 10 on Lesson 10 on Geography, History, geography, History, Social Studies and R.M.E Social Studies and in the course manual) R.M.E. in the course manual Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed

in the PD sessions.

Tutor PD Session 10

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL

LESSON TOPIC:

Geography:

- Map Interpretation
- Selected Geographical Theories and Models (IV)

History

- Socio-cultural practices in contemporary Ghana
- Party Politics since 1992

Social Studies

• Traditional Systems of Governance

RME

- Islamic Religious Denominations (Sects)
- Assessment and Testing in RME II

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|---|--|-----------------|
| 1. Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main | 1.1 Give session participants sheets of papers to write down their reflections on the previous PD sessions – session 4. 1.1 Participants reflects on PD session 4 by writing down their points. | 20 mins |
| purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. | 1.2 Ask participants to share their reflections with other participants. 1.2 Share your reflections on Session 9 with colleagues. 1.3 Ask participants to give brief 1.4 Share your reflections on Session 9 with colleagues. 1.5 Share your reflections on Session 9 with colleagues. 1.6 Share your reflections on Session 9 with colleagues. 1.7 Share your reflections on Session 9 with colleagues. 1.8 Refer to lesson 10 and give an | |

- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.

- descriptions of their various lessons (lessons 5) as contained in their subject manuals.
- 1.4 Ask participants to come up with the main purposes of their lessons as stated in the course manual (Refer to page 3).
- 1.5 Ask participants to identify and write down cross cutting issues that need to be taken care of in their lessons. (E.g.: Gender equity, inclusivity, etc)
- 1.6 Ask participants to share with their colleagues cross cutting issues identified and compare their issues for discussion.
- 1.7 Ask participants to identify the learning outcomes and indicators in their various lessons for discussions to see whether they matched.
- 1.8 Ask participants to identify distinctive features of the lessons-introductions, learning outcomes and indicators,

- overview of their lessons.
- 1.4 Refer to appropriate pages of their course manual and explain the description of their various lessons.
- 1.5 Identify and write down cross cutting issues in their individual lessons.
- Share with their colleagues cross cutting issues identified and discussed.
- 1.7 Refer to the relevant columns of their lessons to read out the learning outcomes and indicators and relevant activities for discussions.
- 1.8 Identify distinctive features of their lessons-- introductions, learning outcomes and indicators, teaching methods

| | | | toaching mathada | | and activities etc | |
|---|----------------------------|------|--|------|---------------------------------------|---------|
| | | | teaching methods and activities etc | | including use of | |
| | | | including use of | | digital tools and | |
| | | | digital tools and | | attention to equity | |
| | | | paying attention to | | and inclusion | |
| | | | equity and | | issues. | |
| | | | inclusivity issues. | | | |
| | | 1.9 | The facilitator | 1.9 | Identify | |
| | | | should ask | | assessment their | |
| | | | participants to | | assessment | |
| | | | identify assessment | | procedure that are | |
| | | | procedure that are applicable to their | | applicable in their lessons taking | |
| | | | lessons (must be | | cognisance of the | |
| | | | aligned to NTEAP) | | NTEAP. | |
| | | 1.10 | The facilitator leads | 1.10 |) Anticipate | |
| | | | participants to | | questions which | |
| | | | anticipate questions | | might arise from | |
| | | | which might arise from the | | the introduction to the lesson and | |
| | | | introduction to the | | provide responses. | |
| | | | lesson and provide | | | |
| | | | responses. | | | |
| | | 1.11 | The facilitator guide | 1.11 | L Anticipate | |
| | | | participants to | | controversial | |
| | | | anticipate controversial | | questions related to GESI and ICT | |
| | | | questions related to | | and provide | |
| | | | GESI and ICT and | | responses. | |
| | | | provide appropriate | | | |
| 2 | Concont | 2.4 | responses. | 2.4 | Idontify the key | 20 |
| 2 | Concept Development (New | 2.1 | The facilitator ask participants to | | Identify the key concepts in their | 30 mins |
| | learning likely to | | identify the key | | various subject | |
| | arise in this lesson): | | concepts in their | | areas from their | |
| • | Identification and | | various subject | | course manuals. | |
| | discussion of | | areas from their | | | |
| • | concepts Identification of | | course manuals. | | | |
| | possible challenging | 2.2 | Facilitator lead | 2.1 | Identify possible | |
| | areas in teaching of | | participants to | | challenging areas | |
| | the concept. This | | identify possible | | in teaching the | |
| | may include GESI and | | challenging areas in | | concepts | |
| | ICT related concepts. | | teaching the | | identified. E.g., | |

| | | | | | | 1 |
|----|--|-----|---|-----|--|---------|
| • | Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through | | concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, persons with disabilities etc | | Gender stereotyping, unreliable internet and power supply, classroom arrangement, people with learning and physical disabilities, socio- economic background of students etc | |
| • | the lesson activities "walk through". Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs | 2.3 | Ask to identify needed GESI responsive and ICT resources for teaching and learning the concept. | 2.2 | Identify needed. GESI responsive and ICT resources for teaching and learning the concepts, taking into consideration local availability and cultural and religious sensitivity. e.g., Videos, maps, mobile phones, textbooks, photographs, resource persons. | |
| | to be given to local availability | 2.4 | Ask participants to identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. | 2.3 | Identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities. | |
| 3. | Teaching, learning and assessment activities for the lesson | 3.1 | Let participants read through the suggested teaching and learning activities for the | 3.1 | Read through the teaching and learning activities and identify activities they | 30 mins |

- Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.
- Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.
- Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.
- Select activities. linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.

- lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT.
- 3.2 Lead participants to discuss the activities and how they can be implemented during the lesson.
- 3.3 Ask two volunteers to demonstrate how to use the activities to teach for their peers to observe and comment on
- 3.4 Ask participants to write down in their respective subject areas whether the components of assessment and their percentages are aligned to the NTEAP and share their findings with their colleagues.

 Discuss with participants how they can make their assessment
- 3.5 Let participants
 examine the
 linkages between
 the activities, the
 CLO and indicators
 and identify specific

align to the NTEAP.

consider as unclear paying attention to activities that are related to GESI and ICT.

- 3.2 Discuss the activities for their various lessons and how to implement them.
- 3.3 Demonstrate how to use the activities to teach while their colleagues observe and make comments.
- 3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share their findings with colleagues. Discuss how to align assessment to the NTEAP.

3.5 Study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas

- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance.
- Identify resources required for any TLMs and provide guidance on their development

- unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc
- 3.6 Ask participants to explain how the unfamiliar teaching strategies could be used and let volunteers demonstrate how to use them in teaching.
- 3.7 Using think-pairshare technique, let participants to identify areas to assess and explain how they will assess during the lesson delivery, keeping in mind NTEAP requirements.
- 3.8 Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make

- that need further clarification (e.g., selection of GESI content) and identify how to use new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.
- 3.6 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.
- 3.7 Participants uses think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.
- 3.8 Ask questions on issues of interest including; controversial issues on gender, cultural and religious matters) or make

| how to successfully implement the new contents and strategies. 3.9 Ask participants to identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, and leadership. 3.10 Ask participants to identify where power point presentations or other resources need to be developed to support learning. 3.10 Ask participants to identify where power point presentations or other resources need to be developed to support teaching and identification of any outstanding issues relating to this lesson for clarification. 4.1 Facilitator asks participants to review the session and identify any outstanding issues relating to this lesson for clarification. • Course assignment o Advance preparation o In the case of unresolved issues Course assessment in accordance with the | | | | |
|--|--|---|---|----|
| identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, and leadership. 3.10 Ask participants to identify where power point presentations or other resources need to be developed to support learning. 4 Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Advance preparation In the case of unresolved issues Course assessment in accordance with the identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, creativity, and leadership. 3.10 Identify where power point presentations or other resources need to be developed to support teaching and learning. 4.1 Facilitator asks participants to review the session and identify any outstanding issues for clarification. 4.2 Facilitator asks participants to study Lesson 11 for the next PD session. Course assessment in accordance with the | | implement the new contents and | implement the new contents and | |
| identify where power point presentations or other resources need to be developed to support learning. 4 Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of unresolved issues Course assessment in accordance with the identify where power point presentations or other resources need to be developed to support teaching and identify any outstanding and identify. 4.1 Facilitator asks participants to review the session and identify any outstanding issues for clarification. 4.2 Facilitator asks participants to study Lesson 11 for the next PD session. 4.2 Study Lesson 11 for the next PD session. | | identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, and | and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, creativity, and | |
| review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment o In the case of unresolved issues resview the session and identify any outstanding issues relating to the lesson for clarification. Advance preparation o In the case of unresolved issues Course assessment in accordance with the participants to study identify any outstanding issues for clarification. 4.2 Facilitator asks participants to study the session. Advance preparation to study the session. | | identify where power point presentations or other resources need to be developed to | power point presentations or other resources need to be developed to support teaching | |
| O In the case of unresolved Lesson 11 for the session. issues next PD session. Course assessment in accordance with the | review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment | participants to review the session and identify any outstanding issues relating to the lesson for | identify any outstanding issues | ns |
| accordance with the | o In the case of unresolved | participants to study Lesson 11 for the | for the next PD | |
| | Course assessment in | | | |
| NTFAP: SWI need to | accordance with the | | | |
| INTENT. SWE HEED TO | NTEAP: SWL need to | | | |
| review assessment in | review assessment in | | | |

| the course manual to |
|---------------------------|
| ensure it complies with |
| NTEAP implementation |
| and the 60% continuous |
| assessment and 40 % |
| End of semester |
| examination. This means |
| ensuring subject project, |
| subject portfolio |
| preparation and |
| development are |
| explicitly addressed in |
| the PD sessions. |

Tutor PD Session 11

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies, Religious and Moral Education etc.)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL

LESSON TOPICS:

Geography:

- Map Enlargement and Reduction
- Field Work Presentation

History

• Fieldwork presentation

Social Studies

- Military Interventions in Ghana
- How to Teach Tourism, Leisure and Land Use in Ghana

RME

- Contribution of Islam to Individual and National development
- Project Presentations

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|--|-----------------|
| Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and | 1.1. Ask participants to reflect on Lesson 10 of the previous PD session outlining the key features of the lesson. Let tutors tell how useful the previous PD session influenced their teaching over the week. 1.2. Let tutors read and discuss the main purpose of the | 1.1 Reflect on previous Lesson 10 of the previous PD Session and explain how useful it influenced your teaching over the week. 1.2 Discuss the main purpose of the lesson in the course | 20 mins |

- social inclusion (GESI), ICT.
- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.

- lessons in the course manuals of their respective subject areas. Refer to the topics in the course manuals of their respective subjects.
- 1.3. Ask participants to identify and write down cross cutting themes in their lessons and share with their colleagues the cross-cutting issues identified. (E.g.: Gender equity and inclusivity, the use of ICT etc).
- 1.4. Discuss with participants the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson and anticipate controversial questions that may arise relating to GESI and ICT and provide responses where applicable.

(Refer to the learning outcomes and indicators section of the lessons by drawing a relationship between the indicators and the learning outcome?).

Note: This must be done taking into consideration the various social science subjects outlined above (i.e.,

Geography/History/Social
Studies/RME etc.)

manuals of your subject areas.

- 1.3 Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.
- 1.4 Discuss the main
 Learning Outcomes
 (LOs) and the
 Learning Indicators
 (LIs) raised in the
 lesson.

- 2. Concept
 Development (New learning likely to arise in this lesson):
- Identification and discussion of concepts
- Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts
- Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.
- Identify any aspect
 of the lesson that
 might be challenging
 for tutors in terms of
 new learning, and
 which needs to be
 considered prior to
 taking tutors
 through the lesson
 activities "walk
 through". Equity and
 inclusion issues as
 well as ICT resources
 need consideration.
- The resources
 needed must be
 identified: literature
 – page referenced
 etc, on web,
 YouTube, physical
 resources, power
 point; how they
 should be used.
 Consideration needs
 to be given to local
 availability

- 2.1. Have participants work in pairs/groups, with respect to this lesson to identify the key concepts in their various subject areas from their course manuals.
- E.g.
 Geography: map, symbol, theories, modules etc.
 Social studies: development, youth, tourism etc.
 History: education, informal education, polities, malty-party etc.
 RME: proselytization, evangelism, curriculum, resources, field trip etc.
- 2.2. Have tutors discuss the possible challenging areas in teaching the concepts identified taking into consideration the needed GESI responsive and ICT resources. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement).
- 2.3. Have tutors in groups to identify any aspect of the lesson that might be challenging in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities.

2.1 Work in pairs/groups and identify the key concepts in your various subject areas from your course manuals.

2.2 Discuss any possible challenging areas in teaching the concepts identified.

2.3 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning.

30 mins

| | | 2.4. Support tutors to | 2 / | Identify resources | |
|----|------------------------|------------------------------|-----|--------------------------|---------|
| | | identify resources | 2.4 | that can be used in | |
| | | that can be used in | | the teaching and | |
| | | | | _ | |
| | | the teaching and | | learning concepts | |
| | | learning of the | | identified in your | |
| | | concepts mentioned | | various subject areas. | |
| | | above. | | | |
| | | e.g. | | | |
| | | Geography: maps, | | | |
| | | miniature conventional | | | |
| | | symbols Video clips, | | | |
| | | Internets and ICT, | | | |
| | | Projectors, Laptops Flip | | | |
| | | charts Video clips, | | | |
| | | Internets and ICT, | | | |
| | | Projectors, Laptops etc. | | | |
| | | Social Studies: Video clips, | | | |
| | | Internets and ICT, | | | |
| | | Projectors, Laptops etc. | | | |
| | | History: models, mapping | | | |
| | | of the concepts, Video | | | |
| | | clips, Internets and ICT, | | | |
| | | Projectors, Laptops etc. | | | |
| | | RME: Video clips, Internets | | | |
| | | and ICT, Projectors, | | | |
| | | Laptops, religious objects, | | | |
| | | sites and ceremonies in | | | |
| | | | | | |
| | | the community, digital | | | |
| | | resources such as youtube | | | |
| | | videos etc. | | | |
| 3. | Teaching, learning | 3.1. Let tutors read the | | Suggest teaching and | 30 mins |
| | and assessment | course manual and | | learning activities that | |
| | activities for the | suggest teaching and | | can be used in | |
| | lesson. | learning activities that | | teaching your lesson | |
| • | Reading of teaching | can be used in | | taking into | |
| | and learning | teaching lesson 7 in | | consideration activities | |
| | activities and | their various subject | | that are related to | |
| | identification of | areas. the lesson. | | GESI and ICT. | |
| | areas that require | Read the activities in | | | |
| | clarification | the course manual | | | |
| | especially GESI | and identify those | | | |
| | related activities. | that require | | | |
| • | Reading of teaching | clarification and pay | | | |
| | and learning | special attention to | | | |
| | activities and | the activities relating | | | |
| | identification of GESI | to cross cutting issues | | | |
| | identification of GESI | like GESI and ICT. | | | |
| | | inc dedicate . | | | |

- and ICT issues that require clarification.
- Reading of
 assessment
 opportunities and
 ensuring they are
 aligned to the NTEAP
 and required course
 assessment: subject
 project (30%),
 subject portfolio
 (30%) and end of
 semester
 examination (40%)
 Working through
 one or two activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.

- E.g., Geography:
 discussion, brainstorming,
 question and answer
 methods etc.
 Social Studies: power point
 presentation, shower
 thoughts, discussion etc.
 History: practical activities,
 discussion, lecturette,
 think-pair-share
 demonstration etc.
 RME: practical activities,
 watching video clips etc.
- 3.2. Let tutors
 demonstrate how to
 use the activities
 suggested to teach
 for their peers to
 observe and
 comment on.
- 3.3. Engage tutors on a discussion on the linkages between activities of the lessons, the LOs and LIs and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI contents that may arise from the discussions.
- 3.4. Let tutors explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas. (the use of ICT tools such zoom, telegram in areas with poor internet connectivity).

- 3.2. Demonstrate how to use the activities suggested to teach for your colleagues to observe and comment.
- 3.3. Discuss the linkages between activities of the lessons, the LOs and LIs and identify any unfamiliar areas that need clarification.

3.4. Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.

3.5. Using think-pair-share 3.5. Identify areas to Anticipate any issues technique, let assess in your lesson for clarification or questions which participants in their and explain how you sub-groups identify will assess them might arise as the tutors work through areas to assess and during your lessons. the activities and explain how they will provide guidance on assess such areas during their lessons. these. Learners identify Identify where, and assessment which, core and components and their transferable skills, percentages in their including digital course manuals to skills, are being ensure that they are developed or aligned to the NTEAP. applied. Refer to NTEAP course Makes links to the assessment where Subject existing PD Themes and Project portfolios are with page reference highlighted in terms of where they can continuous assessment. support teaching, for example: action 3.6. Ask questions on 3.6. Encourage tutors to research. ask questions on controversial issues questioning and to controversial issues in their sub-groups. other external including GESI, reference material. cultural and religious Identify where matters in their power point subject areas. presentations or other resources 3.7 Discuss the 3.7. Initiate a group need to be discussion on the kind transferable skills, developed to of transferable skills including digital skills support learning and or 21st Century Skills, being developed or provide guidance. including digital skills, applied. Identify resources being developed or required for any applied. For example, TLMs and provide communication and guidance on their collaboration, digital development literacy, creativity, and leadership. 4. Evaluation and 4.1 Provide a feedback of 4.1. Engage participants in 10 mins the PD session. review of session: self-evaluation and Review learning and encourage them to identification of any provide feedback of outstanding issues the PD session. relating to this

| | T | T |
|---------------------------------------|--------------------------|-------------------------|
| lesson for | 4.2. Ask participants to | 4.2 Identify any |
| clarification. | identify outstanding | outstanding issues |
| Course assignment | issues relating to the | relating to the lesson. |
| o Advance | lesson for clarification | |
| preparation | taking note of all | |
| In the case of | unresolved issues. | |
| unresolved | | |
| issues | 4.3 Ask tutors to read | 4.3 Read Lesson 12 of |
| | Lesson 12 of the | the Course Manual |
| | Course Manual ahead | identify issues of |
| | of time to identify | concern for |
| | issues of concern for | clarification before |
| | clarification. | the next PD session. |
| Course assessment in | | |
| accordance with the | | |
| NTEAP: SWL need to | | |
| review assessment in | | |
| the course manual to | | |
| ensure it complies with | | |
| NTEAP implementation | | |
| and the 60% continuous | | |
| assessment and 40 % | | |
| End of semester | | |
| examination. This | | |
| means ensuring subject | | |
| project, subject | | |
| portfolio preparation | | |
| and development are | | |
| explicitly addressed in | | |
| the PD sessions. | | |

Tutor PD Session 12

Age Phase: JHS

Name of Subject:

Social Sciences (Geography, History, Social Studies and Religious and Moral Education)

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

LESSON TOPICS:

Geography:

• Course Review

History

• Course Review

Social Studies

• Course Review

RME

• Course Review

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|---|--------------------|
| 1. Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross | 1.1 The facilitator should ask session participants to reflect on previous PD sessions. 1.2 The facilitator should ask participants to give an overview of the course manuals (E.g.: | 1.1 Reflect on their previous PD sessions.1.2 Refer and give an overview of your course manuals. | 20 mins |
| cutting themes i.e., gender equality and social inclusion (GESI), ICT. | Geography/History/S ocial Studies/RME etc course manual. | | |

- Identification of important or distinctive aspects of the lesson
- Reading and discussion of the introductory sections up to learning outcomes.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.

- 1.3 The facilitator should ask participants to explain the main purpose of the lesson in the course manual...
- 1.4 The facilitator should ask participants to identify and write down cross cutting themes in their lessons. (E.g.: Gender equity and inclusivity etc)
- 1.5 The facilitator should ask participants to share with their colleagues cross cutting issues identified.
- 1.6 The facilitator should ask participants to read and discuss the introductory sections up to the learning outcomes.
- 1.7 The facilitator should ask participants to identify distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- 1.8 The facilitator should ask participants to identify their assessment procedure (must be aligned to NTEAP)

- 1.3 Refer to page 3 of their course manual and explain the main purpose of their various lessons.
- 1.4 Identify and write down cross cutting themes in their individual lessons.
- 1.5 Share with their colleagues cross cutting issues identified.
- 1.6 Read and discuss the introduction to the learning outcomes.
- 1.7 Identify distinctive features of their lessons including use of digital tools and attention to equity and inclusion issues.
- 1.8 Identify assessment their assessment procedure taking cognisance of the NTEAP.

| | | 1 | | 1 | | 1 |
|---|--|------|---|------|--|---------|
| | | 1.9 | The facilitator should ask participants to anticipate questions which might arise from the introduction to the lesson and provide responses. | 1.9 | Anticipate questions which might arise from the introduction to the lesson and provide responses. | |
| | | 1.10 | The facilitator should ask participants to anticipate controversial questions related to GESI and ICT and provide responses. | 1.10 | Anticipate controversial questions related to GESI and ICT and provide responses. | |
| • | Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of | 2.1 | The facilitator ask participants to identify the key concepts in their various subject areas from their course manuals. | 2.1 | Identify the key concepts in their various subject areas from their course manuals. | 30 mins |
| • | possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. Identify any aspect of | 2.2 | Facilitator lead participants to identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, etc | 2.2 | Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, etc | |
| | the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". | 2.3 | Facilitator ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept. | 2.3 | Identify needed GESI responsive and ICT resources for teaching and learning the concept. | |
| | Equity and inclusion issues as well as ICT | 2.4 | The facilitator ask participants to identify any aspect of | 2.4 | Identify any aspect of the lesson that might be challenging for | |

| • | resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". 2.5 The facilitator ask participants to identify resources that may be needed. 2.5 Identify resources that may be needed taking into consideration local availability and | |
|---|---|---|---------|
| | | cultural and religious | |
| 3 | Teaching, learning and assessment | sensitivity. 3.1 Let participants read through the suggested teaching and learning | 30 mins |
| • | activities for the lesson. Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. | teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT. | |
| • | Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and | and ICT. 3.2 Discuss with participants what the activities mean and how they can be implement during the lesson. 3.2 Listen to SL/HoD's explanation on what the activities are meant to do and how to implement them. | |
| | ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of | 3.3 Let some volunteers demonstrate how to use the activities to teach for their peers to observe and comment on 3.3 Demonstrate how to use the activities to teach while their colleagues observe and comment. | |
| | semester examination (40%) | 3.4 Ask participants to study the assessment tasks to find out if | |

- Working through one or two activities.
- Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Identify how any assessments during the lesson relate to course assessment components.
- The selected activities should be done with tutors in real or close to real time.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.

- opportunities in their respective subject areas and indicate by writing down whether the components of assessment and their percentages are aligned to the NTEAP.
- 3.5 Let participants critically study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS)
- 3.6 Explain how the unfamiliar teaching strategies are used and let volunteers demonstrate how to use them in teaching.
- 3.7 Using think-pairshare technique, let participants to identify areas to assess and explain how they will assess during the lesson and it to any of the assessment

- they are aligned to the NTEAP. Share your findings with colleagues. Listen to explanation from the SL/HoD on how to align assessment to the NTEAP.
- 3.5 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.
- 3.6 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.
- 3.7 Participants uses think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.

| | | 1 | | | | Т |
|---|---|------|---|------|---|---------|
| • | Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. Identify where power point presentations or other resources need to be developed to support learning and provide guidance. | 3.8 | components in the NTEAP. Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as how to successfully implement the new contents and strategies. | 3.8 | Participants ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies. | |
| • | Identify resources required for any TLMs and provide guidance on their development | 3.9 | Facilitator ask participants to identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership. | 3.9 | Participants identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership. | |
| | | 3.10 | Ask participants to identify where power point presentations or other resources need to be developed to support learning. | 3.10 | Identify where power point presentations or other resources need to be developed to support learning. | |
| 4 | Evaluation and | 4.1 | Ask participants to | 4.1 | Review session and | 10 mins |
| | review of session: | _ | review learning and | | identify any | |
| • | Review learning and | | identify any | | outstanding issues | |
| | identification of any | | outstanding issues | | relating to this lesson | |
| | outstanding issues | | relating to this lesson | | for clarification. | |
| | relating to this lesson | | for clarification. | | | |
| | for clarification. | | | | | |
| • | Course assignment | 4.2 | Ask participants to | 4.2 | Review the PD | |
| | Advance | | review the PD | | sessions and indicate | |
| | preparation | | sessions and indicate | | how they have | |

| O In the case of unresolved issues | how they have impacted their teaching of the lessons in the course manual. | impacted your teaching of the lessons in the course manual. | |
|--|--|--|--|
| Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions. | | | |

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

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

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

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

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

| 5. How many male tutors attended? | Answer must be a number |
|-------------------------------------|-------------------------|
| 6. How many female tutors attended? | Answer must be a number |
| | |
| 7. Which session was it? | Answer must be a text |
| | |

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

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

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

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

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

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

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

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

| Good | 2 |
|---------|---|
| Minimal | 3 |

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

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

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