

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

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

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

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

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

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

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

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

Overview

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

1. Background to the new approach to PD

- 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.
 - improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme.
 - improving the learning outcomes and life chances for all children.

2. Features of the B.Ed. PD Sessions

- The universities will prepare the Subject Leads or HoDs from their affiliated CoE to lead the weekly subject tutor Sessions,
- The subject-tutor-groups can work at separate tables in one room. However, in exceptional cases a subject may need to work in another space 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.
 - 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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) 	1.1 Ask session participants to reflect on previous PD sessions. 1.2 Ask participants to give an overview of the course manuals (E.g.: Geography/History/Soci	1.1. Reflect on their previous PD sessions. 1.2. Refer to introduction to course manual page and give an overview of their	20 mins

<ul style="list-style-type: none"> • 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. 	<p>al Studies/RME etc course manual. Refer to introduction to course manual page of the course manuals).</p> <p>1.3 Ask participants to explain the main purpose of the lesson in the course manual (Refer to course manual writing guide page).</p> <p>1.4 Ask participants to identify and write down cross cutting themes in their lessons. (E.g.: Gender equity and inclusivity)</p> <p>1.5 Ask participants to share with their colleagues cross cutting issues identified.</p> <p>1.6 Ask participants to read and discuss the introductory sections up to the learning outcomes.</p> <p>1.7 Ask participants to identify distinctive features of the lesson including the use of digital tools and attention to equity and inclusion issues.</p> <p>1.8 Ask participants to check the assessment procedures in the overview to find out if they are aligned to NTEAP.</p>	<p>specific course manuals.</p> <p>1.3. Refer to the course manual writing guide page of your course manual and explain the main purpose of their various lessons.</p> <p>1.4. Identify and write down cross cutting themes in your individual lessons.</p> <p>1.5. Share with your colleagues cross cutting issues identified.</p> <p>1.6. Read and discuss the introduction to the learning outcomes.</p> <p>1.7. Identify distinctive features of your lessons including the use of digital tools and attention to equity and inclusion issues.</p> <p>1.8. Check the assessment procedure in the overview to find out if they are aligned to the NTEAP.</p>	
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	<p>1.9 Ask participants to anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.10 Ask participants to anticipate controversial questions related to GESI and ICT and provide responses.</p>	<p>1.9. Working in pairs, put down a couple of questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.10. Working in pairs, put down a couple of controversial questions related to GESI and ICT and provide responses.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>2.2 Lead participants to identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping</p> <p>2.3 Ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>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</p>	<p>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.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping</p> <p>2.3 Identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>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</p>	30 mins

<p>activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration.</p> <ul style="list-style-type: none"> 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 	<p>taking tutors through the lesson activities “walk through”.</p> <p>2.5 Ask participants to identify resources that may be needed.</p>	<p>taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.</p>	
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> 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: 	<p>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 unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT.</p> <p>3.2 Discuss with participants what the activities mean and how they can be implemented during the lesson.</p> <p>3.3 Let some volunteers demonstrate how to use the activities to teach for their peers to observe and comment on</p>	<p>3.1 Read through the teaching and learning activities and identify activities you consider unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Working in pairs, work out an explanation on what the activities are meant to do and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while your colleagues observe and comment.</p>	<p>30 mins</p>

<p>subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>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%).</p> <p>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</p> <p>3.8 Let participants explain how the unfamiliar teaching strategies are</p>	<p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 Share your findings with colleagues.</p> <p>3.6 Working in pairs explain how to align assessment to the NTEAP.</p> <p>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.</p> <p>3.8 Explain how the unfamiliar teaching strategies are used</p>	
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<p>tutors work through the activities and provide guidance on these.</p> <ul style="list-style-type: none"> • 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 	<p>used and let volunteers demonstrate how to use them in teaching.</p> <p>3.9 Using think-pair-share technique, let participants identify areas to assess and explain how they will assess during the lesson and link it to any of the assessment components in the NTEAP.</p> <p>3.10 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.</p> <p>3.11 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.</p> <p>3.12 Ask participants to identify where power point presentations or other resources need to be developed to support learning.</p>	<p>and volunteers to demonstrate how to use them in teaching.</p> <p>3.9 Participate in think-pair-share to identify areas to assess and explain how you will assess any of the assessment components in the NTEAP.</p> <p>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.</p> <p>3.11 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.</p> <p>3.12 Identify where power point presentations or other resources need to be developed to support learning.</p>	
<p>4 Evaluation and review of session:</p>	<p>4.1 Ask participants to review learning and identify any outstanding</p>	<p>4.1 Review session and identify any outstanding issues</p>	<p>10 mins</p>

<ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>issues relating to this lesson for clarification.</p> <p>4.2 Remind participants to identify a critical friend from the same or related discipline to observe during teaching and provide feedback.</p> <p>4.3 Ask participants to study lesson two for the next PD session.</p>	<p>relating to this lesson for clarification.</p> <p>4.2 Identify a critical friend from the same or related discipline to observe during teaching and provide feedback.</p> <p>4.3 Study Lesson 2 for the next PD session</p>	
<p>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.</p>			

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 the purpose of the	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 description,	20 mins

<p>social inclusion (GESI), ICT.</p> <ul style="list-style-type: none"> • 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. 	<p>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/Social Studies/RME in the course manual).</p> <p>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.</p> <p>1.4 Lead participants to individually identify and write down cross cutting themes in their lessons. (E.g.: GESI, Digital literacy, etc)</p> <p>1.5 Ask participants to share with their colleagues cross cutting issues identified in lesson 2 of the respective courses in each subject.</p> <p>1.6 Ask participants in their sub-groups to explain their understanding of the implications of the LOs and learning</p>	<p>contextual and cross cutting issues, CLOs and learning indicators in the respective subjects in the course manual.</p> <p>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.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> <p>1.5 Share with your colleagues cross cutting issues identified in lesson 2 of the respective courses in each subject.</p> <p>1.6 Refer to LOs and indicators of Lesson 2 and explain implications for teaching the lesson and preparation of</p>	
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	<p>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)</p> <p>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.</p> <p>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)</p> <p>1.9 Ask participants in their sub-groups to engage in shower thought to identify likely questions, including</p>	<p>student-teachers to teach the Basic School curriculum.</p> <p>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.</p> <p>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.</p> <p>1.9 Engage in shower thought to identify likely questions, including controversial questions related to</p>	
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	controversial questions related to GESI, ICT, etc, that might arise during the lesson and how to deal with them.	GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>2.1 Engage participants in their sub-groups to identify the key concepts, including familiar and unfamiliar concepts, in Lesson 2 of the two courses in the course manual and provide appropriate explanations to them.</p> <p>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.</p> <p>2.3 Asks participants to identify appropriate GESI responsive and alternative ICT resources for teaching and learning the concepts (e.g., Use of pre-recorded videos)</p> <p>2.4 Lead participants to identify and discuss</p>	<p>2.1 Identify the key concepts, including familiar and unfamiliar concepts in Lesson 2 of each course of the respective subject areas in the course manual and provide appropriate explanations to them.</p> <p>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) and provide appropriate responses to them.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning the concepts.</p> <p>2.4 Identify aspects of the lesson that might</p>	30 mins

<p>should be used. Consideration needs to be given to local availability</p>	<p>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</p> <p>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, etc</p>	<p>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.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p>	
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>3.2 Invite a participant to form each sub-group to read out the activities of lesson 2 of each course (Refer to teaching and</p>	<p>3.1 Read through the teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 A Participant in each sub-group opens to Lesson 2 of the course in the course manual and reads out the activities in</p>	<p>30 mins</p>

<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>learning activities of Lesson 2 of each course of the respective subjects in the course manual)</p> <p>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.</p> <p>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.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>3.6 Let participants discuss how they can make their assessment align to the NTEAP.</p> <p>3.7 Invite participants, in their respective groups, to examine the suggested</p>	<p>the lesson while the rest actively listen actively.</p> <p>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.</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 Share your findings with colleagues.</p> <p>3.6 Discuss how to align assessment to the NTEAP.</p> <p>3.7 In your respective subject groupings discuss how the assessment tasks in</p>	
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<p>provide guidance on these.</p> <ul style="list-style-type: none"> • 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 	<p>assessment tasks in the lesson and see if STS is integrated in them.</p> <p>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.</p> <p>3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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</p>	<p>the lesson integrate STS in them.</p> <p>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.</p> <p>3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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</p>	
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	<p>to successfully implement the new contents and strategies.</p> <p>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.</p> <p>3.12 Ask participants in their groups to identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.</p>	<p>contents and strategies.</p> <p>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.</p> <p>3.12 In your groups identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Ask participants to review the PD session and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Lead participants to discuss how to resolve the outstanding issues in the lesson.</p> <p>4.3 Ask participants to study Lesson 3 in respective subject areas in the course manual and prepare</p>	<p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator and Participants discuss how resolve the outstanding issues in the lesson.</p> <p>4.3 Study Lesson 3 in your respective subject areas in the course manual and prepare for the next</p>	10 mins

	<p>for the next PD session. (Refer to lesson two on Geography, History, Social Studies and R.M.E in the course manual)</p>	<p>PD session (Refer to lesson two on geography, History, Social Studies and R.M.E. in the course manual)</p>	
<p>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.</p>			

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.

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> 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

<p>main purpose of the lesson in the course manual.</p> <ul style="list-style-type: none"> • 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. 	<p>implementing the activities.</p> <p>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/Social Studies/RME in the course manual).</p> <p>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).</p> <p>1.4 Lead participants to individually identify and write down cross cutting themes in their lessons. (E.g.: GESI, Digital literacy)</p> <p>1.5 Ask participants to share with their colleagues cross cutting issues identified in Lesson 3 of the respective courses in each subject.</p>	<p>faced during the implementation.</p> <p>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.</p> <p>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.</p> <p>1.4 Identify and write down cross cutting themes in your individual lessons.</p> <p>1.5 Share with your colleagues cross cutting issues identified in Lesson 3 of the respective courses in each subject.</p>	
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	<p>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)</p> <p>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.</p> <p>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)</p> <p>1.9 Ask participants in their sub-groups to</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.9 In your respective groups identify and</p>	
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	<p>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</p>	<p>discuss likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.</p>	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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. 	<p>2.1 Engage participants in their sub-groups to identify the key concepts, including familiar and unfamiliar concepts, in Lesson 3 of the two courses of each subject in the course manual and provide appropriate explanations to them.</p> <p>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.</p> <p>2.3 Ask participants to identify appropriate GESI responsive strategies and alternative ICT resources for teaching and learning the concepts (e.g., Use of pre-recorded videos)</p>	<p>2.1 Identify the key concepts, including familiar and unfamiliar concepts in Lesson 3 of each course of the respective subject areas in the course manual and provide appropriate explanations to them.</p> <p>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) and provide appropriate responses to them.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning of the concepts.</p>	<p>30 mins</p>

<ul style="list-style-type: none"> 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 	<p>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</p> <p>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,</p>	<p>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.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>3.2 Invite a participant from each sub-group to read out the activities of Lesson 3 of each course (Refer to</p>	<p>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.</p> <p>3.2 In each sub-group open to Lesson 3 of the course in the course manual and read out the</p>	<p>30 mins</p>

<ul style="list-style-type: none"> • 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. 	<p>teaching and learning activities of lesson 3 of each course of the respective subjects in the course manual)</p> <p>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.</p> <p>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.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>3.6 Explain to participants (tutors) how they can make their assessment align to the NTEAP.</p> <p>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.</p>	<p>activities in the lesson while the rest actively listen</p> <p>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.</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 Share your findings with colleagues.</p> <p>3.6 Listen to explanation from the facilitator(s) on how to align assessment to the NTEAP.</p> <p>3.7 In your respective subject groupings discuss how the assessment tasks in the lesson integrate STS in them</p>	
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<ul style="list-style-type: none"> • 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 	<p>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</p> <p>3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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.</p> <p>3.11 Lead participants in their sub-groups to identify activities in the lesson which can</p>	<p>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.</p> <p>3.9 Explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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.</p> <p>3.11 Identify activities in the lesson which promote the development of core</p>	
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	<p>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.</p> <p>3.12 Ask participants in their groups to identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.</p>	<p>and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving.</p> <p>3.12 Identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Facilitator asks participants to review the PD session and identify outstanding issues relating to this lesson for clarification.</p> <p>4.2 Lead participants to discuss how to resolve the outstanding issues in the lesson.</p> <p>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)</p>	<p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Discuss how to resolve the outstanding issues in the lesson.</p> <p>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)</p>	10 mins

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	COURSE	LESSON TOPIC
a. Geography	1. Map work & interpretation: 2. Theory and traditions:	i. Coordinate systems ii. The place of geography in science
b. History	1. Socio-cultural history of Ghana: 2. Political history of Ghana after independence.	i. Social organizations/practices in pre-colonial Ghana II ii. Concept of opposition in Ghana's Politics II
c. Social Studies	1. Governance and citizenship: 2. Socio-economic development:	i. Becoming a citizen of Ghana ii. Reasons why people go on tour.
d. R.M.E.	1. Introduction to Islam: 2. Pedagogies and approaches to teaching RME:	i. Basic Islamic beliefs 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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> 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

<p>the lesson in the course manual.</p> <ul style="list-style-type: none"> • 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. <p>Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.</p>	<p>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/Social Studies/RME in the course manual).</p> <p>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</p> <p>1.4 Lead participants in their subject groups identify and write down cross cutting themes in the lesson (E.g.: GESI, Digital literacy)</p> <p>1.5 Ask participants to share with their colleagues in other subject areas cross</p>	<p>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.</p> <p>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</p> <p>1.4 Identify and write down cross cutting themes in the lesson, including GESI, digital literacy etc.</p> <p>1.5 Share with their colleagues in the other subject areas cross cutting issues identified in Lesson 4.</p>	
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	<p>cutting issues identified in Lesson 4.</p> <p>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)</p> <p>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.</p> <p>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)</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
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	1.9. 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.	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p> <p>2.3 Facilitator asks participants to identify appropriate GESI responsive strategies and alternative ICT resources for teaching and learning the</p>	<p>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.</p> <p>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.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning of the concepts.</p>	25 mins

<p>resources need consideration.</p> <ul style="list-style-type: none"> 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 	<p>concepts (e.g., Use of pre-recorded videos)</p> <p>2.4 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</p> <p>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.</p>	<p>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.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p>	
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>3.2 Invite a participant to form each sub-group</p>	<p>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.</p> <p>3.2 Open to lesson 4 of the course in the</p>	<p>35 mins</p>

<p>GESI and ICT issues that require clarification.</p> <ul style="list-style-type: none"> • 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 	<p>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)</p> <p>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.</p> <p>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.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>3.6 Explain to participants (tutors) how they can make their assessment align to the NTEAP.</p>	<p>course manual and reads out the activities in the lesson while the rest actively listen.</p> <p>3.3 The facilitator(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.</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP. Share their findings with colleagues.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>3.6 Listen to explanation from the facilitator(s) on how to align assessment to the NTEAP.</p>	
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<p>done with tutors in real or close to real time.</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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</p> <p>3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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</p>	<p>3.7 Discuss how the assessment tasks in the lesson integrate STS in them.</p> <p>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.</p> <p>3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>3.10 Participants ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully</p>	
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	<p>implement the new contents and strategies.</p> <p>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.</p> <p>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.</p>	<p>implement the new contents and strategies.</p> <p>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.</p> <p>3.12 Identify aspects of the lesson where power point presentations or other resources need to be developed to support learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Facilitator asks participants to review the PD session and identify outstanding issues relating to this lesson for clarification.</p> <p>4.2 Lead participants to discuss how to resolve the outstanding issues in the lesson.</p> <p>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</p>	<p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator and Participants discuss how to resolve the outstanding issues in the lesson.</p> <p>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</p>	10 mins

	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	
<p>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.</p>			

Tutor PD Session 5

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<ul style="list-style-type: none"> • 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 	<p>1.1 Give session participants sheets of papers to write down their reflections on the previous PD sessions – especially Session 4.</p> <p>1.2 Ask participants to share their reflections with other participants.</p>	<p>1.1 Reflects on PD Session 4 by writing down their points.</p> <p>1.2 Share their reflections on Session 4 with colleagues.</p>	20 mins

<p>social inclusion (GESI), ICT.</p> <ul style="list-style-type: none"> • 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. 	<p>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).</p> <p>1.4 Ask participants to come up with the main purposes of their lessons as stated in the course manual (Refer to third page).</p> <p>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)</p> <p>1.6 Ask participants to share with their colleagues cross cutting issues identified and compare their issues for discussion.</p> <p>1.7 Ask participants to identify the learning outcomes and indicators in their various lessons for discussions to see whether they matched.</p> <p>1.8 Ask participants to identify distinctive features of the lessons-introductions, learning outcomes and indicators,</p>	<p>1.3 Refer to Lesson 5 and give an overview.</p> <p>1.4 Refer to appropriate pages of the course manual and give a brief description of the lesson.</p> <p>1.5 Identify and write down cross cutting issues in their individual lessons.</p> <p>1.6 Share with their colleagues cross cutting issues identified and discussed.</p> <p>1.7 Refer to the relevant columns of their lessons to read out the learning outcomes and indicators and relevant activities for discussions.</p> <p>1.8 Identify distinctive features of their lessons-- introductions, learning outcomes and indicators,</p>	
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	<p>teaching methods and activities etc including use of digital tools and paying attention to equity and inclusivity issues.</p> <p>1.9 Ask participants to identify assessment procedure that are applicable to their lessons (must be aligned to NTEAP)</p> <p>1.10 Lead participants to anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.11 Guide participants to anticipate controversial questions related to GESI and ICT and provide appropriate responses.</p>	<p>teaching methods and activities etc including use of digital tools and attention to equity and inclusion issues.</p> <p>1.9 Identify assessment their assessment procedure that are applicable in their lessons taking cognisance of the NTEAP.</p> <p>1.10 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.11 Anticipate controversial questions related to GESI and ICT and provide responses.</p>	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>2.1 Ask participants to identify the key concepts in their various subject areas from their course manuals.</p> <p>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.</p>	<p>2.1 Identify the key concepts in their various subject areas from their course manuals.</p> <p>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</p>	25 mins

<p>teaching and learning of the concept.</p> <ul style="list-style-type: none"> 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 	<p>2.3 Ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>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.</p>	<p>and physical disabilities, socio-economic background of students etc.</p> <p>2.3 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.</p> <p>2.4 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.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning 	<p>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.</p>	<p>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.</p>	<p>35 mins</p>

<p>activities and identification of GESI and ICT issues that require clarification.</p> <ul style="list-style-type: none"> • 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 	<p>3.2 Lead participants to discuss the activities and how they can be implemented during the lesson.</p> <p>3.3 Ask two volunteers to demonstrate how to use the activities to teach for their peers to observe and comment on</p> <p>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.</p> <p>3.5 Discuss with participants how they can make their assessment align to the NTEAP.</p> <p>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</p>	<p>3.2 Discuss the activities for their various lessons and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while their colleagues observe and make comments comment.</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share your findings with colleagues.</p> <p>3.5 Discuss how to align assessment to the NTEAP.</p> <p>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,</p>	
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<p>real or close to real time.</p> <ul style="list-style-type: none"> • 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 	<p>and use appropriate ICT tools such zoom, Google class, LMS)</p> <p>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</p> <p>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.</p> <p>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.</p> <p>3.10 Facilitator ask participants to identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For</p>	<p>scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS).</p> <p>3.7 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.</p> <p>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.</p> <p>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.</p> <p>3.10 Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical</p>	
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	<p>example, critical thinking, creativity, communication and collaboration, digital literacy, and leadership.</p> <p>3.11 Ask participants to identify where PowerPoint presentations or other resources need to be developed to support learning.</p>	<p>thinking, creativity, communication and collaboration, digital literacy, creativity, and leadership.</p> <p>3.11 Identify where PowerPoint presentations or other resources need to be developed to support teaching and learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Facilitator asks participants to review the session and identify any outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator asks participants to study Lesson 6 for the next PD session.</p>	<p>4.1 Review session and identify any outstanding issues for clarification.</p> <p>4.2 Participants to study Lesson 6 for the next PD session.</p>	10 mins
<p>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.</p>			

Tutor PD Session 6

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 a volunteer among the participants to give any suitable icebreaker to start the PD session. 1.2 Ask participants to write down their reflections on Session 5 taking into account the elements they were able to implement in their	1.1 Volunteer to give an icebreaker to start the session which will help other participants to do same in starting their lessons in class. 1.2 Reflect on PD Session 5 by writing down their points including elements of the discussions they were able to implement in class	20 mins

<p>social inclusion (GESI), ICT.</p> <ul style="list-style-type: none"> • 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. 	<p>teaching and those they could not.</p> <p>1.3 Ask participants to write at least two challenges they each faced in the course of delivering their lessons after the Session 5.</p> <p>1.4 Ask participants to share their reflections with other participants.</p> <p>1.5 Ask participants to each use two minutes to read silently their lessons descriptions.</p> <p>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).</p> <p>1.7 Ask each participant to carefully examine the main purpose of</p>	<p>and those they could not.</p> <p>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</p> <p>1.4 Share their reflections on session 5 with colleagues as well as the challenges they faced during the delivery of lesson 5.</p> <p>1.5 Spend two minutes reading silently the lesson descriptions from the course manual.</p> <p>1.6 Refer to appropriate pages of the course manuals and give a brief description of the lesson.</p> <p>1.7 Carefully examines the main purpose of his/her lesson as</p>	
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	<p>his/her lesson as stated in the course manual (Refer to page?).</p> <p>1.8 Ask two different volunteers to read out the purposes of their lessons for discussion.</p> <p>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.</p> <p>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.</p> <p>1.11 Ask participants to identify distinctive features of the lesson six in their various subject areas- introductions, learning outcomes and indicators, teaching methods/strategies and activities etc including use of digital tools and paying attention to equity, inclusivity and gender issues.</p>	<p>stated in the course manual.</p> <p>1.8 Volunteer to read out their lesson's main purposes for the group to discuss.</p> <p>1.9 Identify and write down cross cutting issues that need attention to ensure Gender equity, inclusivity, etc.</p> <p>1.10 Each subject based group participants compare with other groups cross cutting issues identified after which all participants discussed the issues.</p> <p>1.11 Identify 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.</p>	
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	<p>1.12 The facilitator asks participants to refer to their course manuals to identify assessment procedures that are spelt out and relate them to the NTEAP.</p> <p>1.13 Leads participants to brainstorm on likely questions which might arise from the introduction to the lesson and provide appropriate responses in readiness.</p> <p>1.14 Ask participants to brainstorm to identify possible controversial questions especially related to GESI and ICT and provide appropriate responses.</p>	<p>1.12 Identify the assessment procedures that are applicable in their lessons taking cognisance of the NTEAP.</p> <p>1.13 Brainstorm on likely questions which might arise from the introduction to the lesson and provide appropriate responses.</p> <p>1.14 Brainstorm to identify possible controversial questions especially related to GESI and ICT and provide responses.</p>	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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. 	<p>2.1 Ask participants to in their subject based groupings identify the key concepts that need to be developed in their various subject areas on Lesson 6 from their course manuals.</p> <p>2.2 Ask participants to brainstorm to identify possible challenging areas in teaching the concepts identified. E.g., Cultural barriers, Gender stereotyping, unreliable internet and power, classroom arrangement, persons with disabilities etc.</p>	<p>2.1 Refer to Lesson 6 and identify the key concepts to be developed in their various subject areas from their course manuals.</p> <p>2.2 Brainstorm to identify possible challenging areas in teaching the concepts identified. E.g., Cultural barriers, Gender stereotyping, unreliable internet and power, classroom</p>	25 mins

<ul style="list-style-type: none"> 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 	<p>2.3 Facilitator asks participants to brainstorm on needed GESI responsive and ICT resources for teaching and learning of the concept.</p> <p>2.4 Ask participants to in their subject based groups 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.</p>	<p>arrangement, people with learning and physical disabilities, socio-economic background of students etc</p> <p>2.3 Brainstorm to 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.</p> <p>2.4 Brainstorm to 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.</p>	
<p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. 	<p>3.1 Let participants read through the suggested teaching and learning activities for the Lesson 6 in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to</p>	<p>3.1 Read through the teaching and learning activities of Lesson six in their subject areas and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p>	<p>35 mins</p>

<ul style="list-style-type: none"> • 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. 	<p>cross cutting issues like GESI and ICT.</p> <p>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.</p> <p>3.3 Discuss with participants how they can make their assessment align to the new national teacher education assessment policy (NTEAP)</p> <p>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.</p> <p>3.5 Ask participants to explain how the unfamiliar teaching strategies could be used and let volunteers demonstrate how to use them in teaching.</p>	<p>3.2 Using think-pair-share technique discuss the teaching and learning activities outlined in lesson six of their various course manuals and how to implement them.</p> <p>3.3 Study the assessment tasks to find out if they are aligned to the new Nation teacher education assessment policy (NTEAP)</p> <p>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.</p> <p>3.5 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g.,</p>	
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<ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p> <p>3.8 Ask participants to identify where, and which, 21st century transferable skills, including digital skills, are being developed or applied. For</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3.8 Identify where, and which, the 21st century transferable skills, including digital skills, are being developed or applied. For example,</p>	
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	<p>example, critical thinking, creativity, communication and collaboration, digital literacy, and leadership.</p> <p>3.9 Ask participants to identify where PowerPoint presentations or other resources need to be developed to support learning.</p>	<p>critical thinking, creativity, communication and collaboration skills, digital literacy, and leadership.</p> <p>3.9 Identify where PowerPoint presentations or other resources need to be developed to support teaching and learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Guide the participants to review the session through questions and answers and also identify any outstanding issues relating to the lesson for clarification.</p> <p>4.2 The facilitator asks participants to write down at least one new thing they have learned during the session.</p> <p>4.3 Facilitator asks participants to study Lesson 7 for the next PD session.</p>	<p>4.1 Review session and identify any outstanding issues for clarification.</p> <p>4.2 Write down new things they have learned during the session and share with their colleagues.</p> <p>4.3 Study Lesson 7 for the next PD session.</p>	10 mins
<p>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</p>			

portfolio preparation and development are explicitly addressed in the PD sessions.	
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Tutor PD Session 7

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none">• 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 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. 1.2 Let tutors read and discuss the main purpose of the lessons in the course manuals of their respective	1.1 Reflect on previous Lesson 6 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 manuals of your subject areas.	20 mins

<p>social inclusion (GESI), ICT.</p> <ul style="list-style-type: none"> • 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. 	<p>subject areas. Refer to the topics in the course manuals of their respective subjects.</p> <p>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).</p> <p>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.</p> <p>(Refer to the learning outcomes and indicators section of the lessons by drawing a relationship between the indicators and the learning outcome?).</p> <p><i>Note: This must be done taking into consideration the various social science subjects outlined above (i.e., Geography/History/Social Studies/RME etc.)</i></p>	<p>1.3 Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.</p> <p>1.4 Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts 	<p>2.1 Have participants work in pairs/groups, with respect to this lesson to identify the key concepts in their various subject areas</p>	<p>2.1 Work in pairs/groups and identify the key concepts in your various subject areas from your course manuals.</p>	<p>25 mins</p>

<ul style="list-style-type: none"> • 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 	<p>from their course manuals.</p> <p>E.g., Geography: map, symbol, theories, modules etc.</p> <p>Social studies: development, youth, tourism etc.</p> <p>History: education, informal education, politics, malty party etc.</p> <p>RME: proselytization, evangelism, curriculum, resources, field trip etc.</p> <p>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.</p> <p>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.</p> <p>2.4 Support tutors to identify resources that can be used in the teaching and learning of the concepts mentioned above.</p> <p>E.g. Geography: maps, miniature conventional symbols Video</p>	<p>2.2 Discuss any possible challenging areas in teaching the concepts identified.</p> <p>2.3 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning.</p> <p>2.4 Identify resources that can be used in the teaching and learning concepts identified in your various subject areas.</p>	
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	<p>clips, Internets and ICT, Projectors, Laptops Flip charts Video clips, Internets and ICT, Projectors, Laptops etc.</p> <p>Social Studies: Video clips, Internets and ICT, Projectors, Laptops etc.</p> <p>History: models, mapping of the concepts, Video clips, Internets and ICT, Projectors, Laptops etc.</p> <p>RME: Video clips, Internets and ICT, Projectors, Laptops, religious objects, sites and ceremonies in the community, digital resources such as youtube videos etc.</p>		
<p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • 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 	<p>3.1. Let tutors read the course manual and suggest teaching and learning activities that can be used in teaching lesson 7 in their various subject areas. the lesson. Read the activities in the course manual and identify those that require clarification and pay special attention to the activities relating to cross cutting issues like GESI and ICT.</p> <p>E.g., Geography: discussion, brainstorming, question and answer methods etc.</p> <p>Social Studies: power point presentation, shower thoughts, discussion etc.</p> <p>History: practical activities, discussion, lecturette, think-pair-share demonstration etc.</p> <p>RME: practical activities, watching video clips etc.</p>	<p>3.1. Suggest teaching and learning activities that can be used in teaching your lesson taking into consideration activities that are related to GESI and ICT.</p>	<p>35 mins</p>

<p>examination (40%) Working through one or two activities.</p> <ul style="list-style-type: none"> • 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 	<p>3.2. Let tutors demonstrate how to use the activities suggested to teach for their peers to observe and comment on.</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>3.2. Demonstrate how to use the activities suggested to teach for your colleagues to observe and comment.</p> <p>3.3. Discuss the linkages between activities of the lessons, the CLOs and CLIs and identify any unfamiliar areas that need clarification.</p> <p>3.4. Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.</p> <p>3.5. Identify areas to assess in your lesson and explain how you will assess them during your lessons.</p>	
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<p>developed or applied.</p> <ul style="list-style-type: none"> • 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 	<p>Refer to NTEAP course assessment where Subject Project (30%), portfolio (30%) and end of semester examination (40%).</p> <p>3.6. Encourage tutors to ask questions on controversial issues including GESI, cultural and religious matters in their subject areas.</p> <p>3.7. Initiate a group discussion on the kind of transferable skills or 21st Century Skills, including digital skills, being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership.</p>	<p>3.6. Participants ask questions on controversial issues in their sub-groups.</p> <p>3.7. Discuss the transferable skills, including digital skills being developed or applied.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Engage participants in self-evaluation and encourage them to provide feedback of the PD session.</p> <p>4.2 Ask participants to identify outstanding issues relating to the lesson for clarification taking note of all unresolved issues.</p> <p>4.3 Ask tutors to read Lesson 8 of the Course Manual ahead of time to identify issues of concern for clarification.</p>	<p>4.1 Provide a feedback of the PD session.</p> <p>4.2 Identify any outstanding issues relating to the lesson.</p> <p>4.3 Read Lesson 8 of the Course Manual identify issues of concern for clarification before the next PD session.</p>	<p>10 mins</p>

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 8

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	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<ul style="list-style-type: none"> • 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

<p>social inclusion (GESI), ICT.</p> <ul style="list-style-type: none"> • 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. 	<p>lesson in their course manuals and draw relationships between the Learning Indicators (LIs) and the Learning Outcomes (LOs):</p> <ol style="list-style-type: none"> i. Introductory sections ii. Purpose of the lessons iii. Learning Outcomes (LOs) iv. Learning Indicators (LIs) <ul style="list-style-type: none"> • Participants must anticipate controversial questions that may arise from the lesson relating to GESI and ICT and provide responses where applicable. <p><i>Refer to the topics in the course manuals of their respective subject areas.</i></p> <p>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 and independent</p>	<p>draw relationships between the Learning Indicators (LIs) and the Learning Outcomes (LOs):</p> <ul style="list-style-type: none"> • Introductory sections • Purpose of the lessons • Learning Outcomes (LOs) • Learning Indicators (LIs) <p>1.3 Discuss cross cutting issues relating to your lessons and how they could be addressed or developed.</p>
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	<p>thinking, communication skills).</p> <p>1.4. Guide tutors to discuss distinctive features of the lesson including use of digital tools and attention given to equity and inclusion issues.</p> <p><i>NB: The discussion should include student teacher specific strengths and weaknesses.</i></p>	<p>1.4 Discuss distinctive features of the lesson including use of digital tools and attention given to equity and inclusion issues</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>2.1. Engage tutors in the identification and discussion of familiar and unfamiliar concepts in the lesson and the possible challenging areas in teaching the concepts identified.</p> <p>Social Studies: democracy, governance, land natural resources, communities etc.</p> <p>Geography: statistics, mapping, histogram Growth Pole Theory, Gravity model etc.</p> <p>History: independence, education. enrolment, election etc.</p> <p>RME: values, curriculum, materials etc</p> <p><i>NB: Possible challenging areas may include gender stereotyping, unreliable internet and power supply, classroom arrangement, etc.</i></p> <p>2.2. Ask participants to identify any aspect of</p>	<p>2.1 Discuss the key concepts in your various subject areas from your course manuals and possible challenging areas in teaching the concepts.</p> <p>2.2 Identify any aspect of the lesson that might</p>	<p>25 mins</p>

<p>resources need consideration.</p> <ul style="list-style-type: none"> 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 	<p>the lesson that might be challenging for tutors in terms of new learning and the resources that may be needed in treating them taking into consideration local availability, cultural and religious sensitivity.</p> <p><i>Note: The needed resources must include GESI responsive and ICT resources for teaching and learning the concepts.</i></p>	<p>be challenging for you in terms of new learning and the resources that may be needed in treating them.</p>	
<p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> 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. 	<p>3.1 Let tutors read the 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.</p> <p>3.2 Discuss with tutors, activities that are linked to CLO and CLIs that may vary from their previous experiences. Tutors discuss how to use these activities during lesson delivery. These activities must include approaches to teaching, GESI and the use of ICT. For example, tutors demonstrate how to use, zoom, telegram or power point presentation to teach specific topics in</p>	<p>3.1 Read and discuss teaching and learning activities that relate to GESI and ICT and need further clarification.</p> <p>3.2 Discuss with tutors, activities that are linked to CLO and CLIs that may vary from their previous experiences.</p>	<p>35 mins</p>

<ul style="list-style-type: none"> • 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 	<p>social studies, history RME, geography etc.</p> <p>3.3 Engage tutors to read and discuss the assessment components of the lessons in the course manual of their sub-groups to ensure that they are aligned to NTEAP and required course assessment.</p> <p><i>Reference to NTEAP and required course assessment: subject project subject and portfolio Working through one or two activities for either or both portfolios.</i></p> <p>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.</p> <p>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,</p>	<p>3.3 Discuss the assessment components of your lessons in the course manual of in sub-groups to determine whether they are aligned to NTEAP and required course assessment.</p> <p>3.4 Identify areas to assess and explain how they will assess during lessons.</p> <p>3.5 Discuss with tutors, core and transferable skills in the lesson of your course.</p>	
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<p>support teaching, for example: action research, questioning and to other external reference material.</p> <ul style="list-style-type: none"> 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 	<p>leadership, enquiry skills etc.</p> <p>3.6 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.</p>	<p>3.6 Identify where PowerPoint presentations or other resources need to be developed to support learning and provide guidance on their development.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues 	<p>4.1 Ask tutors to summaries main ideas of the PD session.</p> <p>4.2 Ask tutors to identify and discuss any outstanding misconceptions that arose from the PD session for further clarification.</p> <p>4.3 Ask tutors to read on Lesson 9 before the next PD session.</p>	<p>4.1 Summaries the main ideas of the PD session.</p> <p>4.2 Discuss any outstanding misconceptions that arose from the PD session for further clarification.</p> <p>4.3 Read on Lesson 9 before the next PD session.</p>	<p>10 mins</p>
<p>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,</p>			

subject portfolio preparation and development are explicitly addressed in the PD sessions.	
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Tutor PD Session 9

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none">• Reflection on previous PD Session (Introduction to the course manual)• Introduction and overview of the main purpose of the lesson in the course manual.	<p>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.</p> <p>1.2. Ask participants to give an overview of Lesson 9 of each course, focusing on the purpose of the lesson, its description,</p>	<p>1.1 Reflect on their previous PD session (PD Session 8) and discuss the challenges and successes presented by colleagues.</p> <p>1.2 Give an overview of Lesson 9 of each course, focusing on the purpose, lesson description, contextual</p>	20 mins

<ul style="list-style-type: none"> • 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. 	<p>contextual issues and cross cutting issues, LOs and learning indicators in the course manual (i.e., lesson 9 of each course in Geography/History/Social Studies/RME in the course manual).</p> <p>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.</p> <p>1.4. Lead participants to individually identify and write down cross cutting themes in their lessons. (E.g.: GESI, Digital literacy)</p> <p>1.5. Ask participants to share with their colleagues cross cutting issues identified in Lesson 9 of the respective courses in each subject.</p> <p>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</p>	<p>and cross cutting issues, LOs and learning indicators in the respective subjects in the course manual.</p> <p>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.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> <p>1.5 Share with their colleagues cross cutting issues identified in Lesson 9 of the respective courses in each subject.</p> <p>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.</p>	
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	<p>manual and Upper Primary and Basic 7-10 Common Core Curriculum for Social studies)</p> <p>1.7. 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 21st century core values and competences.</p> <p>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)</p> <p>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 arise during the lesson and how to deal with them</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts 	<p>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</p>	<p>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</p>	30 mins

<ul style="list-style-type: none"> • 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 	<p>provide appropriate explanations to them.</p> <p>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.</p> <p>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)</p> <p>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</p> <p>2.5 Engage with participants in their sub-groups to identify appropriate resources that may be needed to efficiently teach the lesson. E.g.</p>	<p>appropriate explanations to them.</p> <p>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.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning the concepts.</p> <p>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.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural</p>	
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needs to be given to local availability	ICT resources, maps, resource persons, electric power, etc	and religious sensitivity.	
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>3.2 Invite a participant to form each sub-group to read out the activities of Lesson 9 of each course (Refer to teaching and learning activities of Lesson 9 of each course of the respective subjects in the course manual)</p> <p>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</p> <p>3.4 Engage participants in their groups to examine the assessment opportunities in their respective subject areas and indicate by writing</p>	<p>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.</p> <p>3.2 Open to Lesson 9 of the course manual and read out the activities in the lesson while the rest actively listen actively.</p> <p>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</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.</p>	30 mins

<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>down whether the components of assessment and their percentages are aligned to the NTEAP.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>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%).</p> <p>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.</p> <p>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</p>	<p>3.5 Share your findings with colleagues.</p> <p>3.6 Listen to explanation from the SL/HoD on how to align assessment to the NTEAP.</p> <p>3.7 Discuss how the assessment tasks in the lesson integrate STS in them.</p> <p>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.</p>	
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<ul style="list-style-type: none"> 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 	<p>3.9 Together with participants, brainstorm for explanation of the unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>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.</p> <p>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.</p> <p>3.12 Identify aspects of the lesson where power point presentations or other resources need to be developed to support learning.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Asks participants to review the PD session and identify any</p>	<p>4.1 Review session and identify outstanding</p>	<p>10 mins</p>

<ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>outstanding issues relating to this lesson for clarification.</p> <p>4.2 Lead participants to discuss how to resolve the outstanding issues in the lesson.</p> <p>4.3 Ask participants to study lesson three in respective subject areas in the course manual and prepare for the next PD session. (Refer to Lesson 10 on Geography, History, Social Studies and R.M.E in the course manual)</p>	<p>issues relating to the lesson for clarification.</p> <p>4.2 Facilitator and Participants discuss how to resolve the outstanding issues in the lesson.</p> <p>4.3 Study lesson three in their respective subject areas in the course manual and prepare for the next PD session (Refer to Lesson 10 on geography, History, Social Studies and R.M.E. in the course manual)</p>	
<p>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.</p>			

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 social inclusion (GESI), ICT. 	1.1 Give session participants sheets of papers to write down their reflections on the previous PD sessions – session 4. 1.2 Ask participants to share their reflections with other participants. 1.3 Ask participants to give brief	1.1 Participants reflects on PD session 4 by writing down their points. 1.2 Share your reflections on Session 9 with colleagues. 1.3 Refer to lesson 10 and give an	20 mins

<ul style="list-style-type: none"> • 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. 	<p>descriptions of their various lessons (lessons 5) as contained in their subject manuals.</p> <p>1.4 Ask participants to come up with the main purposes of their lessons as stated in the course manual (Refer to page 3).</p> <p>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)</p> <p>1.6 Ask participants to share with their colleagues cross cutting issues identified and compare their issues for discussion.</p> <p>1.7 Ask participants to identify the learning outcomes and indicators in their various lessons for discussions to see whether they matched.</p> <p>1.8 Ask participants to identify distinctive features of the lessons-- introductions, learning outcomes and indicators,</p>	<p>overview of their lessons.</p> <p>1.4 Refer to appropriate pages of their course manual and explain the description of their various lessons.</p> <p>1.5 Identify and write down cross cutting issues in their individual lessons.</p> <p>1.6 Share with their colleagues cross cutting issues identified and discussed.</p> <p>1.7 Refer to the relevant columns of their lessons to read out the learning outcomes and indicators and relevant activities for discussions.</p> <p>1.8 Identify distinctive features of their lessons-- introductions, learning outcomes and indicators, teaching methods</p>	
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	<p>teaching methods and activities etc including use of digital tools and paying attention to equity and inclusivity issues.</p> <p>1.9 The facilitator should ask participants to identify assessment procedure that are applicable to their lessons (must be aligned to NTEAP)</p> <p>1.10 The facilitator leads participants to anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.11 The facilitator guide participants to anticipate controversial questions related to GESI and ICT and provide appropriate responses.</p>	<p>and activities etc including use of digital tools and attention to equity and inclusion issues.</p> <p>1.9 Identify assessment their assessment procedure that are applicable in their lessons taking cognisance of the NTEAP.</p> <p>1.10 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.11 Anticipate controversial questions related to GESI and ICT and provide responses.</p>	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. 	<p>2.1 The facilitator ask participants to identify the key concepts in their various subject areas from their course manuals.</p> <p>2.2 Facilitator lead participants to identify possible challenging areas in teaching the</p>	<p>2.1 Identify the key concepts in their various subject areas from their course manuals.</p> <p>2.1 Identify possible challenging areas in teaching the concepts identified. E.g.,</p>	30 mins

<ul style="list-style-type: none"> • 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 	<p>concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, persons with disabilities etc</p> <p>2.3 Ask to identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>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.</p>	<p>Gender stereotyping, unreliable internet and power supply, classroom arrangement, people with learning and physical disabilities, socio-economic background of students etc</p> <p>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.</p> <p>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.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>3.1 Let participants read through the suggested teaching and learning activities for the</p>	<p>3.1 Read through the teaching and learning activities and identify activities they</p>	<p>30 mins</p>

<ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>3.2 Lead participants to discuss the activities and how they can be implemented during the lesson.</p> <p>3.3 Ask two volunteers to demonstrate how to use the activities to teach for their peers to observe and comment on</p> <p>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 align to the NTEAP.</p> <p>3.5 Let participants examine the linkages between the activities, the CLO and indicators and identify specific</p>	<p>consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Discuss the activities for their various lessons and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while their colleagues observe and make comments.</p> <p>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.</p> <p>3.5 Study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas</p>	
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<ul style="list-style-type: none"> • 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 	<p>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</p> <p>3.6 Ask participants to explain how the unfamiliar teaching strategies could be used and let volunteers demonstrate how to use them in teaching.</p> <p>3.7 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.</p> <p>3.8 Give opportunity to participants to ask questions (including questions on controversial issues on gender, cultural and religious matters) or make</p>	<p>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.</p> <p>3.6 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.</p> <p>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.</p> <p>3.8 Ask questions on issues of interest including; controversial issues on gender, cultural and religious matters) or make</p>	
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	<p>suggestions as to how to successfully implement the new contents and strategies.</p> <p>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.</p> <p>3.10 Ask participants to identify where power point presentations or other resources need to be developed to support learning.</p>	<p>suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.9 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.</p> <p>3.10 Identify where power point presentations or other resources need to be developed to support teaching and learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Facilitator asks participants to review the session and identify any outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator asks participants to study Lesson 11 for the next PD session.</p>	<p>4.1 Review session and identify any outstanding issues for clarification.</p> <p>4.2 Study Lesson 11 for the next PD session.</p>	10 mins
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in</p>			

<p>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.</p>	
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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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<ul style="list-style-type: none"> • 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 	<p>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.</p> <p>1.2. Let tutors read and discuss the main purpose of the</p>	<p>1.1 Reflect on previous Lesson 10 of the previous PD Session and explain how useful it influenced your teaching over the week.</p> <p>1.2 Discuss the main purpose of the lesson in the course</p>	20 mins

<p>social inclusion (GESI), ICT.</p> <ul style="list-style-type: none"> • 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. 	<p>lessons in the course manuals of their respective subject areas. Refer to the topics in the course manuals of their respective subjects.</p> <p>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).</p> <p>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.</p> <p>(Refer to the learning outcomes and indicators section of the lessons by drawing a relationship between the indicators and the learning outcome?).</p> <p><i>Note: This must be done taking into consideration the various social science subjects outlined above (i.e., Geography/History/Social Studies/RME etc.)</i></p>	<p>manuals of your subject areas.</p> <p>1.3 Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.</p> <p>1.4 Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson.</p>	
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<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>E.g. Geography: map, symbol, theories, modules etc. Social studies: development, youth, tourism etc. History: education, informal education, politics, multi-party etc. RME: proselytization, evangelism, curriculum, resources, field trip etc.</p> <p>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).</p> <p>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.</p>	<p>2.1 Work in pairs/groups and identify the key concepts in your various subject areas from your course manuals.</p> <p>2.2 Discuss any possible challenging areas in teaching the concepts identified.</p> <p>2.3 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning.</p>	<p>30 mins</p>
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	<p>2.4. Support tutors to identify resources that can be used in the teaching and learning of the concepts mentioned above.</p> <p>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.</p>	<p>2.4 Identify resources that can be used in the teaching and learning concepts identified in your various subject areas.</p>	
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • 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 	<p>3.1. Let tutors read the course manual and suggest teaching and learning activities that can be used in teaching lesson 7 in their various subject areas. the lesson. Read the activities in the course manual and identify those that require clarification and pay special attention to the activities relating to cross cutting issues like GESI and ICT.</p>	<p>3.1 Suggest teaching and learning activities that can be used in teaching your lesson taking into consideration activities that are related to GESI and ICT.</p>	<p>30 mins</p>

<p>and ICT issues that require clarification.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>3.2. Let tutors demonstrate how to use the activities suggested to teach for their peers to observe and comment on.</p> <p>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).</p> <p>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).</p>	<p>3.2. Demonstrate how to use the activities suggested to teach for your colleagues to observe and comment.</p> <p>3.3. Discuss the linkages between activities of the lessons, the LOs and LIs and identify any unfamiliar areas that need clarification.</p> <p>3.4. Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.</p>	
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<ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Refer to NTEAP course assessment where Subject and Project portfolios are highlighted in terms of continuous assessment.</p> <p>3.6. Encourage tutors to ask questions on controversial issues including GESI, cultural and religious matters in their subject areas.</p> <p>3.7. Initiate a group discussion on the kind of transferable skills or 21st Century Skills, including digital skills, being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership.</p>	<p>3.5. Identify areas to assess in your lesson and explain how you will assess them during your lessons.</p> <p>3.6. Ask questions on controversial issues in their sub-groups.</p> <p>3.7 Discuss the transferable skills, including digital skills being developed or applied.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this 	<p>4.1. Engage participants in self-evaluation and encourage them to provide feedback of the PD session.</p>	<p>4.1 Provide a feedback of the PD session.</p>	<p>10 mins</p>

<p>lesson for clarification.</p> <ul style="list-style-type: none"> ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.2. Ask participants to identify outstanding issues relating to the lesson for clarification taking note of all unresolved issues.</p> <p>4.3 Ask tutors to read Lesson 12 of the Course Manual ahead of time to identify issues of concern for clarification.</p>	<p>4.2 Identify any outstanding issues relating to the lesson.</p> <p>4.3 Read Lesson 12 of the Course Manual identify issues of concern for clarification before the next PD session.</p>	
<p>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.</p>			

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • 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 social inclusion (GESI), ICT. 	<p>1.1 The facilitator should ask session participants to reflect on previous PD sessions.</p> <p>1.2 The facilitator should ask participants to give an overview of the course manuals (E.g.: Geography/History/Social Studies/RME etc course manual.</p>	<p>1.1 Reflect on their previous PD sessions.</p> <p>1.2 Refer and give an overview of your course manuals.</p>	20 mins

<ul style="list-style-type: none"> • 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. 	<p>1.3 The facilitator should ask participants to explain the main purpose of the lesson in the course manual...</p> <p>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)</p> <p>1.5 The facilitator should ask participants to share with their colleagues cross cutting issues identified.</p> <p>1.6 The facilitator should ask participants to read and discuss the introductory sections up to the learning outcomes.</p> <p>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.</p> <p>1.8 The facilitator should ask participants to identify their assessment procedure (must be aligned to NTEAP)</p>	<p>1.3 Refer to page 3 of their course manual and explain the main purpose of their various lessons.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> <p>1.5 Share with their colleagues cross cutting issues identified.</p> <p>1.6 Read and discuss the introduction to the learning outcomes.</p> <p>1.7 Identify distinctive features of their lessons including use of digital tools and attention to equity and inclusion issues.</p> <p>1.8 Identify assessment their assessment procedure taking cognisance of the NTEAP.</p>	
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	<p>1.9 The facilitator should ask participants to anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.10 The facilitator should ask participants to anticipate controversial questions related to GESI and ICT and provide responses.</p>	<p>1.9 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.10 Anticipate controversial questions related to GESI and ICT and provide responses.</p>	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • 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 	<p>2.1 The facilitator ask participants to identify the key concepts in their various subject areas from their course manuals.</p> <p>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</p> <p>2.3 Facilitator ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>2.4 The facilitator ask participants to identify any aspect of</p>	<p>2.1 Identify the key concepts in their various subject areas from their course manuals.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, etc</p> <p>2.3 Identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>2.4 Identify any aspect of the lesson that might be challenging for</p>	30 mins

<p>resources need consideration.</p> <ul style="list-style-type: none"> 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 	<p>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”.</p> <p>2.5 The facilitator ask participants to identify resources that may be needed.</p>	<p>tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.</p>	
<p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> 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%) 	<p>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.</p> <p>3.2 Discuss with participants what the activities mean and how they can be implement during the lesson.</p> <p>3.3 Let some volunteers demonstrate how to use the activities to teach for their peers to observe and comment on</p> <p>3.4 Ask participants to study the assessment</p>	<p>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.</p> <p>3.2 Listen to SL/HoD’s explanation on what the activities are meant to do and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while their colleagues observe and comment.</p> <p>3.4 Study the assessment tasks to find out if</p>	<p>30 mins</p>

<p>Working through one or two activities.</p> <ul style="list-style-type: none"> • 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. 	<p>opportunities in their respective subject areas and indicate by writing down whether the components of assessment and their percentages are aligned to the NTEAP.</p> <p>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)</p> <p>3.6 Explain how the unfamiliar teaching strategies are used and let volunteers demonstrate how to use them in teaching.</p> <p>3.7 Using think-pair-share technique, let participants to identify areas to assess and explain how they will assess during the lesson and it to any of the assessment</p>	<p>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.</p> <p>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.</p> <p>3.6 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.</p> <p>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.</p>	
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<ul style="list-style-type: none"> • 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 	<p>components in the NTEAP.</p> <p>3.8 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.</p> <p>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.</p> <p>3.10 Ask participants to identify where power point presentations or other resources need to be developed to support learning.</p>	<p>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.</p> <p>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.</p> <p>3.10 Identify where power point presentations or other resources need to be developed to support learning.</p>	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation 	<p>4.1 Ask participants to review learning and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Ask participants to review the PD sessions and indicate</p>	<p>4.1 Review session and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Review the PD sessions and indicate how they have</p>	<p>10 mins</p>

<ul style="list-style-type: none"> ○ In the case of unresolved issues 	<p>how they have impacted their teaching of the lessons in the course manual.</p>	<p>impacted your teaching of the lessons in the course manual.</p>	
<p>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.</p>			

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

Introduction

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

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

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

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

5. How many male tutors attended?	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 well	4

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

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

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

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

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

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

Good	2
Minimal	3

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

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

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

