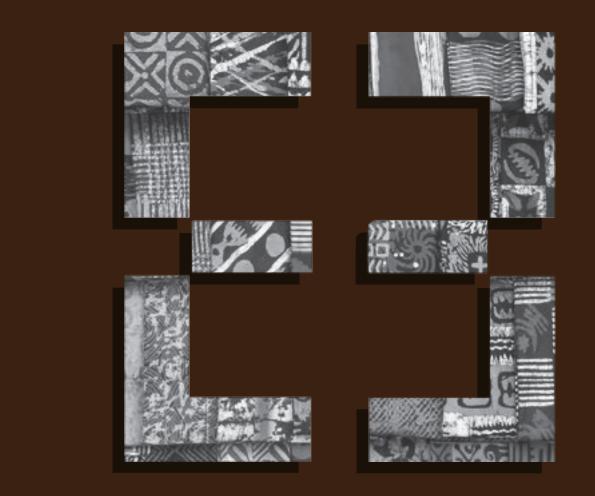
PROFESSIONAL DEVELOPMENT PROGRAMME

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

# HANDBOOK FOR TUTORS









The Government of Ghana







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# Foreword

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

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

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

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

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

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

Robin Todd Executive Director, T-TEL May 2021

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# 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 eight (8) weekly PD Sessions that are linked directly to the twelve lessons in the Course Manual,
- The three-hour Introductory Session is to.
  - $\circ$   $\;$  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)

#### Session 1

Age Phase: JHS

Year 2 Semester 2

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

#### **LESSON TOPICS:**

Geography:

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

Social Studies:

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

History:

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

RME:

- History of Islamic Religion
- Introduction to the Course

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the	<b>Guidance Notes on Tutor Activity</b> <b>during the PD Session.</b> What PD Session participants (Tutors) will do	Time in session
prompt the SL/HoD needs and each one must be addressed	during each state of the session)	
<ol> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the</li> </ol>	1.1. Reflect on their previous PD sessions.	20 mins
<ul> <li>course manual)</li> <li>Introduction and overview of the main purpose of the lesson in the course manual.</li> </ul>	<ol> <li>Refer to introduction to course manual page and give an overview of their specific course manuals.</li> </ol>	
<ul> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or</li> </ul>	1.3. Refer to the course manual writing guide page of your course manual and explain the main purpose of their various lessons.	
<ul> <li>Identification of important of distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> </ul>	1.4. Identify and write down cross cutting themes in your individual lessons.	

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•	Identify important or distinctive features of the lesson including use of digital tools and attention	1.5.	Share with your colleagues cross cutting issues identified.	
•	to equity and inclusion issues. Identify assessment, aligned to NTEAP.	1.6.	Read and discuss the introduction to the learning outcomes.	
•	Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.	1.8.	Identify distinctive features of your lessons including the use of digital tools and attention to equity and inclusion issues. Check the assessment procedure in the overview to find out if they are aligned to the NTEAP. Working in pairs, put down a couple of questions which might arise from the introduction to the lesson and provide responses.	
		1.10	Working in pairs, put down a couple of controversial questions related to GESI and ICT and provide responses.	
2	Concert Development (New	2.1	Identify the key concents in your	30 mins
۷.	Concept Development (New	2.1	Identify the key concepts in your	SO MINS
1	learning likely to arise in this		various subject areas from your	
	lesson):		course manuals and provide	
•	Identification and discussion of		examples of how they could be used to deliver the basic school	
	concepts		curriculum through STS activities.	
	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	2.2	Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping	
•	concept. Identify any aspect of the lesson that might be challenging for tutors in terms of new learning,	2.3	Identify needed GESI responsive and ICT resources for teaching and learning the concept.	
	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.	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 taking tutors through the lesson activities.	

•	The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	2.5	Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.	
	Teaching, learning and assessment activities for the lesson.	3.1	Read through the teaching and learning activities and identify activities you consider unclear	30 mins
•	Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.	3.2	paying attention to activities that are related to GESI and ICT. Working in pairs, work out an	
•	Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.	5.2	explanation on what the activities are meant to do and how to implement them.	
•	Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment:	3.3	Demonstrate how to use the activities to teach while your colleagues observe and comment.	
	subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two	3.4	Study the assessment tasks to find out if they are aligned to the NTEAP.	
•	activities. Select activities, linked to CLO and indicators, from the lesson	3.5	Share your findings with colleagues.	
	that are likely to be most different from tutors' previous experience. These could involve	3.6	Working in pairs explain how to align assessment to the NTEAP.	
	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	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	
•	appropriate ICT tools. Identify how any assessments during the lesson relate to course assessment components. The selected activities should be		new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class,	
•	done with tutors in real or close to real time. Anticipate any issues for clarification or questions which		LMS, etc.	

•	might arise as the tutors work through the activities and provide guidance on these. Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. Identify where power point presentations or other resources need to be developed to support learning and provide guidance. Identify resources required for any TLMs and provide guidance on their development	3.11	Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching. Participate in think-pair-share to identify areas to assess and explain how you will assess any of the assessment components in the NTEAP. Ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies. Identify 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. Identify where power point presentations or other resources	
			need to be developed to support learning.	
•	<b>Evaluation and review of</b> session: Review learning and identification of any outstanding	4.1	Review session and identify any outstanding issues relating to this lesson for clarification.	10 mins
	issues relating to this lesson for clarification. Course assignment O Advance preparation	4.2	Identify a critical friend from the same or related discipline to observe during teaching and provide feedback.	
	<ul> <li>In the case of unresolved issues</li> </ul>	4.3	Study Lesson 2 for the next PD session	
with revi	rse assessment in accordance n the NTEAP: SWL need to ew assessment in the course nual to ensure it complies with			

NTEAP implementation and the	
60% continuous assessment and 40	
% End of semester examination.	
This means ensuring subject	
project, subject portfolio	
preparation and development are	
explicitly addressed in the PD	
sessions.	

Age Phase: JHS

#### Year 2 Semester 2

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

#### **LESSON TOPICS:**

- a. Geographyi. Map work and interpretation
  ii. Theory and practice
  b. Historyi. Socio-cultural history of Ghana
  - ii. political history of Ghana after independence
- c. Social Studies- i. Governance and citizenship
  - ii. Socio-economic development
- d. R.M.E.- i. Introduction to Islam
  - ii. Pedagogies and approaches to teaching R.M.E

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<b>Guidance Notes on Tutor Activity</b> <b>during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)	Time in session
<ol> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the</li> </ol>	<ul> <li>1.1 Reflect on previous PD session (PD Session 1) and discuss the challenges and successes presented by colleagues.</li> <li>1.2 Give an evention of Lesson 2 of the second sec</li></ul>	20 mins
<ul> <li>main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the</li> </ul>	1.2 Give an overview of Lesson 2 of each course, focusing on the purpose, lesson description, contextual and cross cutting issues, CLOs and learning indicators in the respective subjects in the course manual.	
<ul> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> <li>Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.</li> <li>Identify assessment, aligned to NTEAP.</li> </ul>	<ul> <li>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.</li> <li>1.4 Identify and write down cross</li> </ul>	
<ul> <li>Anticipate questions which might arise from the introduction to the lesson and</li> </ul>	cutting themes in their individual lessons.	

	provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.	1.5 1.6 1.7	Share with your colleagues cross cutting issues identified in lesson 2 of the respective courses in each subject. Refer to LOs and indicators of Lesson 2 and explain implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum. 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, 21 <sup>st</sup> century core values and competences.	
		1.8	Refer to the assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.	
		1.9	Engage in shower thought to identify likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.	
2	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts	2.1	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	30 mins
•	Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.	2.2	provide appropriate explanations to them.	
•	Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.	2.2	in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement) and	
•	Identify any aspect of the lesson that might be challenging for			

•	tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	2.3 2.4 2.5	provide appropriate responses to them. Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre- recorded videos) for teaching and learning the concepts. 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. Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.	
3.	Teaching, learning and	3.1	Read through the teaching and	30 mins
	assessment activities for the lesson.		learning activities and identify activities that are unclear paying	
•	Reading of teaching and learning activities and identification of areas that require clarification		attention to activities that are related to GESI and ICT.	
	especially GESI related activities.	3.2	A Participant in each sub-group	
•	Reading of teaching and learning activities and identification of		opens to Lesson 2 of the course in the course manual and reads out	
	GESI and ICT issues that require		the activities in the lesson while	
	clarification.		the rest actively listen actively.	
•	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		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 culturally responsive pedagogy, herring boning, etc. Examine the assessment tasks to find out if they are aligned to the NTEAP.	

		2 5	
	experience. These could involve	3.5	Share your findings with
	applying new content, e.g. from		colleagues.
	section 2, or approaches to		
	teaching, learning and	3.6	Discuss how to align assessment to
	assessment, incl. gender		the NTEAP.
	responsive, differentiation and		
	inclusive approaches and use of	3.7	In your respective subject
	appropriate ICT tools.		groupings discuss how the
•	Identify how any assessments		assessment tasks in the lesson
	during the lesson relate to		integrate STS in them.
	course assessment components.		-
•	The selected activities should be	3.8	Study the linkages between the
	done with tutors in real or close		activities, the LO and indicators
	to real time.		and identify specific unfamiliar
•	Anticipate any issues for		areas that need further
	clarification or questions which		clarification (e.g., selection of GESI
	might arise as the tutors work		appropriate contents and
			strategies of teaching such as
	through the activities and		differentiated task grouping,
	provide guidance on these.		fish/herring boning, scaffolding,
•	Identify where, and which, core		
	and transferable skills, including		KWL, etc and use appropriate ICT
	digital skills, are being developed		tools such zoom, Google class,
	or applied.		LMS, WhatsApp, telegram, etc.
•	Makes links to the existing PD	2.0	
	Themes with page reference	3.9	Facilitator, together with
	where they can support		Participants explain brainstorm to
	teaching, for example: action		explain unfamiliar concepts and
	research, questioning and to		discuss how the unfamiliar
	other external reference		teaching strategies can be used.
	material.		
•	Identify where power point	3.10	Ask questions (including questions
	presentations or other resources		on controversial issues on gender,
	need to be developed to support		cultural and religious matters) or
	learning and provide guidance.		make suggestions as to how to
•	Identify resources required for		successfully implement the new
	any TLMs and provide guidance		contents and strategies.
	on their development		
		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.
L			

		3.12	In your groups identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.	
•	Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment • Advance preparation • In the case of unresolved issues		Review session and identify outstanding issues relating to the lesson for clarification. Facilitator and Participants discuss how resolve the outstanding issues in the lesson, Study Lesson 3 in your respective subject areas in the course manual and prepare for the next PD session (Refer to lesson two on geography, History, Social Studies and R.M.E. in the course manual	10 mins
wi rev ma NT 60 % Th pr pr ex	urse assessment in accordance th the NTEAP: SWL need to view assessment in the course anual to ensure it complies with TEAP implementation and the % continuous assessment and 40 End of semester examination. is means ensuring subject oject, subject portfolio eparation and development are plicitly addressed in the PD ssions.			

Age Phase: JHS

#### Year 2 Semester 2

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

SUBJECT	COURSE	LESSON TOPIC
a. Geography-	1. Map work & interpretation:	<ul> <li>i. Presentation of direction, position and features of maps.</li> </ul>
	<ol><li>Theory and traditions:</li></ol>	ii. Traditions in geography
b. History-	1. Socio-cultural history of Ghana:	<ul> <li>i. Social organizations/practices in pre-colonial Ghana</li> </ul>
	2. Political history of Ghana	
	after independence.	<li>ii. Concept of opposition in Ghana's politics</li>
c. Social Studies	s- 1. Governance and citizenship	<ul> <li>i. The role of the individual in the of law and order</li> </ul>
	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:	<li>ii. Instructional planning and lesson delivery In R.M.E.</li>

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>Guidance Notes on Tutor Activity</i> <i>during the PD Session.</i> What PD Session participants (Tutors) will do during each state of the session)	Time in session
<ol> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> </ol>	<ul> <li>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 faced during the implementation.</li> <li>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.</li> </ul>	20 mins

Identify important or distinctive	1.3	In pairs and according to subject	
features of the lesson including		area, refer to the purpose of	
use of digital tools and attention		Lesson 3 of each course in the	
to equity and inclusion issues.		respective subjects in the course	
Identify assessment, aligned to		manual and explain the main	
NTEAP.		purpose of the various lessons.	
Anticipate questions which			
might arise from the	1.4	Identify and write down cross	
introduction to the lesson and		cutting themes in your individual	
provide responses for SL/HoD.		lessons.	
Anticipate controversial	1.5	Share with your colleagues cross	
questions related to GESI and	1.5	cutting issues identified in Lesson	
ICT and provide responses for SL/HoD.		3 of the respective courses in each	
		subject.	
		505,000	
	1.6	In your sub-groups refer to LOs	
		and indicators of lesson 3 and	
		explain their implications for	
		teaching the lesson and	
		preparation of student-teachers to	
		teach the Basic School curriculum.	
	1.7	In your sub-groups identify	
	1.7	distinctive features of Lesson 3 in	
		each course including, concepts,	
		use of digital tools and attention to	
		equity and inclusion issues, 21 <sup>st</sup>	
		century core values and	
		competences.	
		_	
	1.8	1	
		the lesson, examine the	
		assessment tasks and identify the	
		assessment component in the	
		NTEAP to align each task.	
	1.9	In your respective groups identify	
		and discuss likely questions,	
		including controversial questions	
		related to GESI, ICT etc, which	
		might arise while teaching the	
		lesson and provide appropriate	
		responses.	

<ul> <li>Concept Development (New learning likely to arise in this lesson):</li> <li>Identification and discussion of</li> <li>2.1 Identify the key concept including familiar and u concepts in Lesson 3 of course of the respective</li> </ul>	
lesson):concepts in Lesson 3 of• Identification and discussion ofcourse of the respective	
	each
	e subject
concepts areas in the course man	nual and
Identification of possible     provide appropriate ex	olanations
challenging areas in teaching of to them.	
the concept. This may include	
GESI and ICT related concepts. 2.2 Identify possible challer	
Identification of needed GESI     in teaching the concept	
responsive and ICT resources for (E.g., Gender stereotyp	-
the teaching and learning of the and religious barriers, u	
<ul> <li>concept.</li> <li>Identify any aspect of the lesson</li> <li>classroom arrangement</li> </ul>	
that might be challenging forprovide appropriate restutors in terms of new learning,them.	
and which needs to be	
considered prior to taking tutors 2.3 Identify appropriate GE	SI
through the lesson activities responsive and alternat	
"walk through". Equity and resources (e.g., use of p	ore-
inclusion issues as well as ICT recorded videos) for te	aching and
resources need consideration. learning of the concept	s.
The resources needed must be	
identified: literature – page 2.4 Identify aspects of lesso	
referenced etc, on web, might be challenging fo	
YouTube, physical resources, terms of new modes of and learning, and which	-
power point, now they should	
be given to local availability activities.	
2.5 Identify resources that	may be
needed to efficiently te	ach the
lesson, taking into cons	ideration
local availability and cu	ltural and
religious sensitivity.	
2 Teaching learning and 2.4. Dead through the teach	ing and 20 min
<b>3. Teaching, learning and3.1</b> Read through the teachassessment activities for thelearning activities and i	-
lesson activities for the learning activities and i	
<ul> <li>Reading of teaching and learning paying attention to acti</li> </ul>	
activities and identification of are related to GESI and	
areas that require clarification	
especially GESI related activities. 3.2 In each sub-group oper	n to Lesson
<ul> <li>Reading of teaching and learning</li> <li>3 of the course in the cour</li></ul>	
activities and identification of manual and read out th	e activities

	GESI and ICT issues that require clarification.		in the lesson while the rest actively listen	
•	Reading of assessment opportunities and ensuring they are aligned to the NTEAP and	3.3	Identify and discuss issues in the lesson activities that need further	
	required course assessment:		clarification or review, including	
	subject project (30%), subject portfolio (30%) and end of		issues related to GESI, ICT and new teaching techniques such as	
	semester examination (40%)		cultural responsive pedagogy,	
	Working through one or two activities.		herring boning, etc.	
•	Select activities, linked to CLO and indicators, from the lesson	3.4	Examine the assessment tasks to find out if they are aligned to the	
	that are likely to be most		NTEAP.	
	different from tutors' previous experience. These could involve	3.5	Share your findings with	
	applying new content, e.g. from		colleagues.	
	section 2, or approaches to teaching, learning and	3.6	Listen to explanation from the	
	assessment, incl. gender responsive, differentiation and		facilitator(s) on how to align assessment to the NTEAP.	
	inclusive approaches and use of	2 7		
	appropriate ICT tools.	3.7	In your respective subject	
•	Identify how any assessments		groupings discuss how the	
	during the lesson relate to		assessment tasks in the lesson	
	course assessment components.		integrate STS in them	
•	The selected activities should be done with tutors in real or close	3.8	Study the linkages between the	
	to real time.		activities, the LO and indicators	
	Anticipate any issues for		and identify specific unfamiliar	
	clarification or questions which		areas that need further	
	might arise as the tutors work		clarification (e.g., selection of GESI	
	through the activities and		appropriate contents and	
	provide guidance on these.		strategies of teaching such as	
•	Identify where, and which, core		differentiated task grouping,	
	and transferable skills, including		fish/herring boning, scaffolding,	
	digital skills, are being		KWL, etc and use appropriate ICT	
	developed or applied.		tools such zoom, Google class,	
•	Makes links to the existing PD		LMS, WhatsApp, etc.	
	Themes with page reference	3.9	Explain brainstorm to explain	
	where they can support	3.9	unfamiliar concepts and discuss	
	teaching, for example: action		how the unfamiliar teaching	
	research, questioning and to		strategies can be used.	
	other external reference material.			
	Identify where power point	3.10	Ask questions (including questions	
	presentations or other resources		on controversial issues on gender,	
	presentations of other resources			I

<ul> <li>need to be developed to support learning and provide guidance.</li> <li>Identify resources required for any TLMs and provide guidance on their development</li> <li>4 Evaluation and review of session:</li> <li>Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>Course assignment         <ul> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul> </li> </ul>	<ul> <li>cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</li> <li>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.</li> <li>3.12 Identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.</li> <li>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</li> <li>4.2 Discuss how to resolve the outstanding issues in the lesson.</li> <li>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</li> </ul>	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.	manual	

# Age Phase: JHS

#### Year 2 Semester 2

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

SUBJECT a. Geography- b. History- c. Social Studies d. R.M.E	COURSE 1. Map work & interp 2. Theory and tradition 1. Socio-cultural history 2. Political history of independence 1. Governance and co 2. Socio-economic de 1. Introduction to Isla 2. Pedagogies and ap to teaching RME:	ons: ii. The place of geography ory of Ghana: Ghana after ii. Concept of opposition Politics II itizenship i. Becoming a citizen of G evelopment: ii. Reasons why people go am: i. Basic Islamic beliefs	in science actices in n Ghana's nana on tour.
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>Guidance Notes on Tutor Activity</i> <i>during the PD Session.</i> What PD Session participants (Tutors) will do during each state of the session)	
<ul> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> <li>Identify important or distinctive features of the lesson including use of digital tools and</li> </ul>		<ul> <li>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.</li> <li>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.</li> <li>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</li> </ul>	1

•	attention to equity and inclusion issues. Identify assessment, aligned to NTEAP.		implications of the purpose and context of the lesson for teaching and learning	
•	Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.	1.4	Identify and write down cross cutting themes in the lesson, including GESI, digital literacy etc.	
	Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.	1.5	Share with their colleagues in the other subject areas cross cutting issues identified in Lesson 4.	
		1.6	Refer to the LOs and indicators of Lesson 4 in the course manual and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum (i.e., upper primary and Basic 7-10.	
		1.7	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, 21 <sup>st</sup> century core values and competences.	
		1.8	Refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.	
		1.9	Identify and discuss likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.	
2	Concept Development (New learning likely to arise in this lesson):	2.1	Identify the key concepts, including familiar and unfamiliar concepts in lesson 4 of each course of the	25 mins
•	Identification and discussion of concepts		respective subject areas in the course manual and provide appropriate explanations to them.	

<ul> <li>Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.</li> <li>Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.</li> <li>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as ICT resources need consideration.</li> <li>The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to</li> </ul>	2.2 2.3 2.4 2.5	Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement, etc) and provide appropriate responses to them. Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning of the concepts. 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. Identify resources that may be needed to efficiently teach the lesson, taking into consideration	
<ul> <li>3. Teaching, learning and assessment activities for the lesson.</li> <li>Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.</li> <li>Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.</li> <li>Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment:</li> </ul>	3.1 3.2 3.3	religious sensitivity. 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. Open to lesson 4 of the course in the course manual and reads out the activities in the lesson while the rest actively listen. The facilitators(s), together with the sub-groups, identify and discuss issues in the lesson activities that need further	35 mins
subject project (30%), subject portfolio (30%) and end of semester examination (40%)		clarification or review, including issues related to GESI, ICT and new teaching techniques such as	

Marking through and ar two	cultural responsive nodegogy
Working through one or two	cultural responsive pedagogy,
activities.	herring boning, etc.
Select activities, linked to CLO	
and indicators, from the lesson	3.4 Examine the assessment tasks to
that are likely to be most	find out if they are aligned to the
different from tutors' previous	NTEAP. Share their findings with
experience. These could involve	colleagues.
applying new content, e.g. from	
section 2, or approaches to	3.5 Let participants share their findings
teaching, learning and	with their colleagues.
assessment, incl. gender	
responsive, differentiation and	3.6 Listen to explanation from the
inclusive approaches and use of	facilitator(s) on how to align
	assessment to the NTEAP.
appropriate ICT tools.	assessment to the NTLAF.
Identify how any assessments	2.7 Discuss how the assessment tasks
during the lesson relate to	3.7 Discuss how the assessment tasks
course assessment components.	in the lesson integrate STS in them.
• The selected activities should be	
done with tutors in real or close	3.8 Study the linkages between the
to real time.	activities, the LO and indicators and
<ul> <li>Anticipate any issues for</li> </ul>	identify specific unfamiliar areas
clarification or questions which	that need further clarification (e.g.,
might arise as the tutors work	selection of GESI appropriate
through the activities and	contents and strategies of teaching
provide guidance on these.	such as differentiated task
• Identify where, and which, core	grouping, fish/herring boning,
and transferable skills, including	scaffolding, KWL, etc and use
digital skills, are being	appropriate ICT tools such zoom,
developed or applied.	Google class, LMS, WhatsApp, etc.
<ul> <li>Makes links to the existing PD</li> </ul>	
Themes with page reference	3.9 Facilitator, together with
where they can support	Participants explain brainstorm to
teaching, for example: action	explain unfamiliar concepts and
	discuss how the unfamiliar teaching
research, questioning and to	strategies can be used.
other external reference	
material.	3.10 Participants ask questions
Identify where power point	(including questions on
presentations or other	
resources need to be developed	controversial issues on gender,
to support learning and provide	cultural and religious matters) or
guidance.	make suggestions as to how to
Identify resources required for	successfully implement the new
any TLMs and provide guidance	contents and strategies.
on their development	
	3.11 Identify activities in the lesson
	which promote the development of
	core and transferable skills,

	<ul> <li>including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving.</li> <li>3.12 Identify aspects of the lesson where power point presentations or other resources need to be developed to support learning.</li> </ul>	
<ul> <li>4 Evaluation and review of session:</li> <li>Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>Course assignment <ul> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul> </li> </ul>	<ul> <li>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</li> <li>4.2 Facilitator and Participants discuss how to resolve the outstanding issues in the lesson.</li> <li>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 geography, History, Social Studies and R.M.E. in the course manual</li> </ul>	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.		

Age Phase: JHS

#### Year 2 Semester 2

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

# LESSON TOPIC:

a. Geography:	i. Map scale and measurement		
	ii. Laws, Theories and Models in Geography		
b. History:	i. Slavery and the slave trade in Ghana (I)		
	ii. Military regimes I		
c. Social studies:	i. Ways to Promote Interest in Tourism in Ghana		
	ii. Civic Ideals and Participatory Citizenship		
d. RME:	i. Unique RME Teaching Strategies II		
	ii. Basic Islamic Beliefs II		

Focus: the bullet points provide the			Guidance Notes on Tutor Activity		
frame for what is to be done. The		duri	i <b>ng the PD Session.</b> What PD	session	
gu	idance notes in italics identify the	Sess	sion participants (Tutors) will do		
pro	ompt the SL/HoD needs and each	duri	ing each state of the session)		
on	e must be addressed				
1.	Introduction / lesson overview	1.1	Reflects on PD Session 4 by	20 mins	
•	Reflection on previous PD Session		writing down their points.		
	(Introduction to the course				
	manual)	1.2	Share their reflections on Session		
•	Introduction and overview of the		4 with colleagues.		
	main purpose of the lesson in the				
	course manual.	1.3	Refer to Lesson 5 and give an		
•	Highlight cross cutting themes i.e.,		overview.		
	gender equality and social				
	inclusion (GESI), ICT.	1.4	Refer to appropriate pages of the		
•	Identification of important or		course manual and give a brief		
	distinctive aspects of the lesson		description of the lesson.		
•	Reading and discussion of the				
	introductory sections up to	1.5	Identify and write down cross		
	learning outcomes.		cutting issues in their individual		
•	Identify important or distinctive		lessons.		
	features of the lesson including				
	use of digital tools and attention	1.6	Share with their colleagues cross		
	to equity and inclusion issues.		cutting issues identified and		
•	Identify assessment, aligned to		discussed.		
	NTEAP.				
•	Anticipate questions which might	1.7	Refer to the relevant columns of		
	arise from the introduction to the		their lessons to read out the		
	lesson and provide responses for		learning outcomes and indicators		

				1
	SL/HoD. Anticipate controversial		and relevant activities for	
	questions related to GESI and ICT		discussions.	
	and provide responses for SL/HoD.			
		1.8	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.	
		19	Identify assessment their	
		1.5	assessment procedure that are	
			applicable in their lessons taking	
			cognisance of the NTEAP.	
		1.10	Anticipate questions which might	
			arise from the introduction to	
			the lesson and provide	
			responses.	
		1.11	Anticipate controversial	
			questions related to GESI and ICT	
			and provide responses.	
2.	Concept Development (New	2.1	Identify the key concepts in their	25 mins
	learning likely to arise in this		various subject areas from their	
	lesson):		course manuals.	
	Identification and discussion of			
•	concepts	2.2	Identify possible challenging	
•	Identification of possible		areas in teaching the concepts	
	challenging areas in teaching of		identified. E.g., Gender	
	the concept. This may include		stereotyping, unreliable internet	
	GESI and ICT related concepts.		and power supply, classroom	
-	Identification of needed GESI		arrangement, people with	
•			learning and physical disabilities,	
	responsive and ICT resources for			
	the teaching and learning of the		socio-economic background of	
	concept.		students etc.	
•	Identify any aspect of the lesson	2.2		
	that might be challenging for	2.3	Identify needed. GESI responsive	
	tutors in terms of new learning,		and ICT resources for teaching	
	and which needs to be considered		and learning the concepts, taking	
	prior to taking tutors through the		into consideration local	
	lesson activities "walk through".		availability and cultural and	
	Equity and inclusion issues as well		religious sensitivity. e.g., Videos,	
	as ICT resources need		maps, mobile phones, textbooks,	
	consideration.			
1		1		

•	The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	2.4	photographs, resource persons etc. Identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.	
3. •	Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI	3.1 3.2	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. Discuss the activities for their various lessons and how to	35 mins
•	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	3.3 3.4	<ul> <li>implement them.</li> <li>Demonstrate how to use the activities to teach while their colleagues observe and make comments comment.</li> <li>Study the assessment tasks to find out if they are aligned to the NTEAP. Share your findings with</li> </ul>	
•	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.	3.5	colleagues. Discuss how to align assessment to the NTEAP. 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, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS).	

		27	Evalution le provide a surface d'une s	[]
•	Anticipate any issues for clarification or questions which	3.7	Explain how the unfamiliar teaching strategies are used and	
1	might arise as the tutors work		volunteers to demonstrate how	
	through the activities and provide		to use them in teaching.	
	guidance on these.		to use them in teaching.	
	Identify where, and which, core	3.8	Participants uses think-pair-	
•	and transferable skills, including	5.0	share to identify areas to assess	
			and explain how they will assess	
	digital skills, are being developed		any of the assessment	
	or applied.		-	
•	Makes links to the existing PD		components in the NTEAP.	
	Themes with page reference	2.0	Ack quartians on issues of	
	where they can support teaching,	3.9	Ask questions on issues of	
	for example: action research,		interest including, controversial	
	questioning and to other external		issues on gender, cultural and	
	reference material.		religious matters) or make	
•	Identify where power point		suggestions as to how to	
	presentations or other resources		successfully implement the new	
1	need to be developed to support		contents and strategies.	
	learning and provide guidance.			
•	Identify resources required for any	3.10	Identify where, and which, core	
	TLMs and provide guidance on		and transferable skills, including	
	their development		digital skills, are being developed	
			or applied. For example, critical	
			thinking, creativity,	
			communication and	
			collaboration, digital literacy,	
			creativity, and leadership.	
		3.11	Identify where PowerPoint	
			presentations or other resources	
			need to be developed to support	
			teaching and learning.	
4	Evaluation and review of session:	4.1	Review session and identify any	10 mins
•	Review learning and identification		outstanding issues for	
1	of any outstanding issues relating		clarification.	
	to this lesson for clarification.			
•	Course assignment	4.2	Participants to study Lesson 6 for	
	<ul> <li>Advance preparation</li> </ul>		the next PD session.	
	<ul> <li>In the case of unresolved</li> </ul>			
	issues			
Со	urse assessment in accordance			
wi	th the NTEAP: SWL need to review			
ass	sessment in the course manual to			
en	sure it complies with NTEAP			
im	plementation and the 60%			
со	ntinuous assessment and 40 % End			

of semester examination. This means	
ensuring subject project, subject	
portfolio preparation and	
development are explicitly addressed	
in the PD sessions.	

#### **SESSION 6**

Age Phase: JHS

Year 2 Semester 2

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

#### **LESSON TOPIC:**

- **a. Geography:** i. Methods and Explanations in Geography
  - ii. Conventional Signs and Symbols
- **b. History:** i. Slavery and the slave trade in Ghana (II)
  - ii. Military regimes II
- c. Social studies: i. Meeting the Needs of the Youth
  - ii. Contributions of Tourism and Leisure to the Socio-economic Development of Ghana
- d. RME: i. Islamic Practices I
  - ii. Specific Curriculum Resources/Materials in RME I

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance Notes on Tutor Activity during</i> <i>the PD Session.</i> What PD Session participants (Tutors) will do during each state of the session)	Time in session
<ol> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the main purpose of the lesson</li> </ol>	<ul> <li>1.1 Volunteer to give an icebreaker to start the session which will help other participants to do same in starting their lesions in class.</li> <li>1.2 Reflect on PD Session 5 by writing</li> </ul>	20 mins
<ul> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or</li> </ul>	down their points including elements of the discussions they were able to implement in class and those they could not.	
<ul> <li>distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> <li>Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.</li> <li>Identify assessment, aligned to NTEAP.</li> </ul>	1.3 Write down on papers at least two challenges that affected the complete implementation of the discussions on session 5. E.g., Classroom arrangement, inadequate time, timing of the lesson, lack of appropriate TLMs, power and internet services challenges	

Anticipate questions which     might arise from the     introduction to the	1.4	Share their reflections on session 5 with colleagues as well as the	
introduction to the lesson and provide responses for SL/HoD. Anticipate controversial		challenges they faced during the delivery of lesson 5.	
questions related to GESI and ICT and provide responses for SL/HoD.	1.5	Spend two minutes reading silently the lesson descriptions from the course manual.	
	1.6	Refer to appropriate pages of the course manuals and give a brief description of the lesson.	
	1.7	Carefully examines the main purpose of his/her lesion as stated in the course manual.	
	1.8	Volunteer to read out their lesson's main purposes for the group to discuss.	
	1.9	Identify and write down cross cutting issues that need attention to ensure Gender equity, inclusivity, etc.	
	1.10	Each subject based group participants compare with other groups cross cutting issues identified after which all participants discussed the issues.	
	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.	
	1.12	Identify the assessment procedures that are applicable in their lessons taking cognisance of the NTEAP.	
	1.13	Brainstorm on likely questions which might arise from the introduction to the lesson and provide appropriate responses.	

		1.14	Brainstorm to identify possible controversial questions especially related to GESI and ICT and provide responses.	
2	Concept Development (New learning likely to arise in this lesson):	2.1	Refer to Lesson 6 and identify the key concepts to be developed in their various subject areas from	25 mins
•	Identification and discussion of concepts		their course manuals.	
•	Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.	2.2	Brainstorm to identify possible challenging areas in teaching the concepts identified. E.g., Cultural barriers, Gender stereotyping,	
•	Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.		unreliable internet and power, classroom arrangement, people with learning and physical disabilities, socio-economic	
•	Identify any aspect of the lesson that might be challenging for tutors in terms	2.3	background of students etc Brainstorm to identify needed GESI	
	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		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.	
	identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	2.4	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.	
3	Teaching, learning and	3.1	Read through the teaching and	35 mins
•	assessment activities for the lesson. Reading of teaching and learning activities and identification of areas that		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.	
•	require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.	3.2	Using think-pair-share technique discuss the teaching and learning activities outlined in lesion six of their various course manuals and how to implement them.	

•	Reading of assessment	3.3	Study the assessment tasks to find	
	opportunities and ensuring		out if they are aligned to the new	
	they are aligned to the NTEAP		Nation teacher education	
	and required course		assessment policy (NTEAP)	
	assessment: subject project			
	(30%), subject portfolio (30%)	3.4 I	Based on smaller groups examine the	
	and end of semester		linkages between the activities, the	
	examination (40%) Working		LO and indicators and identify	
	through one or two activities.		specific unfamiliar areas that need	
•	Select activities, linked to CLO		further clarification (e.g., selection	
	and indicators, from the lesson		that is gender responsive, inclusive,	
	that are likely to be most		cultural sensitive etc and how to	
	different from tutors' previous		use the new strategies of teaching.	
	experience. These could			
	involve applying new content,	3.5	Study the linkages between the	
	e.g. from section 2, or		activities, the LO and indicators and	
	approaches to teaching,		identify specific unfamiliar areas	
	learning and assessment, incl.		that need further clarification (e.g.,	
	gender responsive,		selection of GESI content) and	
	differentiation and inclusive		identify how to use new strategies	
	approaches and use of		of teaching such as differentiated	
	appropriate ICT tools.		task grouping, fish/herring boning,	
•	Identify how any assessments		scaffolding, KWL, etc and use	
	during the lesson relate to		appropriate ICT tools such zoom,	
	course assessment		Google class, LMS, etc.	
	components.			
•	The selected activities should	3.6	Use think-pair-share to identify	
	be done with tutors in real or		areas to assess and explain how	
	close to real time.		they will assess any of the	
•	Anticipate any issues for		assessment components in the	
	clarification or questions which		NTEAP.	
	might arise as the tutors work			
	through the activities and	3.7	Ask questions on issues of interest	
	provide guidance on these.		including controversial issues on	
•	Identify where, and which, core		gender, cultural and religious	
	and transferable skills,		matters) or make suggestions as to	
	including digital skills, are being		how to successfully implement the	
	developed or applied.		new contents and strategies.	
•	Makes links to the existing PD			
	Themes with page reference	3.8	Identify where, and which, the 21 <sup>st</sup>	
	where they can support		century transferable skills, including	
	teaching, for example: action		digital skills, are being developed or	
	research, questioning and to		applied. For example, critical	
	other external reference		thinking, creativity, communication	
	material.		and collaboration skills, digital	
•	Identify where power point		literacy, and leadership.	
	presentations or other			

		r		
	resources need to be	3.9	Identify where PowerPoint	
	developed to support learning		presentations or other resources	
	and provide guidance.		need to be developed to support	
•	Identify resources required for		teaching and learning.	
	any TLMs and provide guidance			
	on their development			
4	Evaluation and review of	4.1	Review session and identify any	10 mins
	session:		outstanding issues for clarification.	
•	Review learning and			
	identification of any	4.2	Write down new things they have	
	outstanding issues relating to		learned during the session and	
	this lesson for clarification.		share with their colleagues.	
•	Course assignment			
	<ul> <li>Advance preparation</li> </ul>	4.3	Study Lesson 7 for the next PD	
	<ul> <li>In the case of</li> </ul>		session.	
	unresolved issues			
Со	urse assessment in accordance			
wi	th the NTEAP: SWL need to			
rev	view assessment in the course			
ma	anual to ensure it complies with			
NT	EAP implementation and the			
60	% continuous assessment and			
40	% End of semester			
ex	amination. This means ensuring			
su	bject project, subject portfolio			
pro	eparation and development are			
ex	plicitly addressed in the PD			
	ssions.			
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Age Phase: JHS

## Year 2 Semester 2

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

## LESSON TOPICS:

## Geography:

- Map symbols
- Geographical Theories and Modules

## **Social Studies:**

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

## History:

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

## RME:

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

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>Guidance Notes on Tutor Activity</i> <i>during the PD Session.</i> What PD Session participants (Tutors) will do during each state of the session)	Time in session
<ol> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the</li> </ol>	2.1 Reflect on previous Lesson 6 of the previous PD Session and explain how useful it influenced your teaching over the week.	20 mins
<ul> <li>main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social</li> </ul>	2.2 Discuss the main purpose of the lesson in the course manuals of your subject areas.	
<ul> <li>inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> </ul>	2.3 Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.	
<ul> <li>Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.</li> </ul>	2.4 Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson.	

r				1
•	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.			
2.	Concept Development (New	2.1	Work in pairs/groups and	25 mins
	learning likely to arise in this		identify the key concepts in your	
	lesson):		various subject areas from your	
•	Identification and discussion of		course manuals.	
	concepts			
•	Identification of possible	2.2	Discuss any possible challenging	
	challenging areas in teaching of the		areas in teaching the concepts	
	concept. This may include GESI and		identified.	
	ICT related concepts.			
•	Identification of needed GESI	2.3	Identify any aspect of the lesson	
	responsive and ICT resources for		that might be challenging for	
	the teaching and learning of the		tutors in terms of new learning.	
	concept.			
•	Identify any aspect of the lesson	2.4	Identify resources that can be	
	that might be challenging for		used in the teaching and	
	tutors in terms of new learning,		learning concepts identified in	
	and which needs to be considered		your various subject areas.	
	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			
3		21	Suggest tooching and loarning	35 mins
3	Teaching, learning and assessment activities for the lesson.	5.1.	Suggest teaching and learning activities that can be used in	22 mins
•	Reading of teaching and learning		teaching your lesson taking into	
	activities and identification of		consideration activities that are	
	areas that require clarification		related to GESI and ICT.	
	especially GESI related activities.	~ ~		
•	Reading of teaching and learning	3.2.	Demonstrate how to use the	
	activities and identification of GESI		activities suggested to teach for	
	and ICT issues that require		your colleagues to observe and	
	clarification.		comment.	

٠	Reading of assessment	3.3.	Discuss the linkages between	
	opportunities and ensuring they		activities of the lessons, the	
	are aligned to the NTEAP and		CLOs and CLIs and identify any	
	required course assessment:		unfamiliar areas that need	
	subject project (30%), subject		clarification.	
	portfolio (30%) and end of			
	semester examination (40%)	3.4.	Explain how unfamiliar teaching	
	Working through one or two	_	strategies are used in teaching	
	activities.		challenging lessons in your	
	Select activities, linked to CLO and		subject areas.	
•			Subject areas.	
	indicators, from the lesson that are	25	Identify areas to assess in your	
	likely to be most different from	5.5.		
	tutors' previous experience. These		lesson and explain how you will	
	could involve applying new		assess them during your	
	content, e.g. from section 2, or		lessons.	
	approaches to teaching, learning	2.6		
	and assessment, incl. gender	3.6.	Participants ask questions on	
	responsive, differentiation and		controversial issues in their sub-	
	inclusive approaches and use of		groups.	
	appropriate ICT tools.			
٠	Identify how any assessments	3.7.	Discuss the transferable skills,	
	during the lesson relate to course		including digital skills being	
	assessment components.		developed or applied.	
٠	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			
1	learning and provide guidance.			

<ul> <li>Identify resources required for any TLMs and provide guidance on their development</li> </ul>		
<ul> <li>4. Evaluation and review of session:</li> <li>Review learning and identification of any outstanding issues relating</li> </ul>	4.1 Provide a feedback of the PD session.	10 mins
<ul> <li>to this lesson for clarification.</li> <li>Course assignment <ul> <li>Advance preparation</li> </ul> </li> </ul>	4.2 Identify any outstanding issues relating to the lesson.	
<ul> <li>In the case of unresolved issues</li> </ul>	4.3 Read Lesson 8 of the Course Manual identify issues of concern for clarification before the next PD session.	
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.		

## Age Phase: JHS

#### 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 on Tutor Activity during the PD Session. What PD	Time in session
guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Session participants (Tutors) will do during each state of the session)	55351011
<ul> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> <li>Identify important or distinctive features of the lesson including</li> </ul>	<ol> <li>1.1 Discuss with your colleagues some distinctive aspects and challenges encountered in Lesson 7 of the previous session.</li> <li>1.2 Discuss the following major components of the lesson in your course manuals and draw relationships between the Learning Indicators (LIs) and the Learning Outcomes (LOs):         <ul> <li>Introductory sections</li> <li>Purpose of the lessons</li> <li>Learning Outcomes (LOs)</li> <li>Learning Outcomes (LOs)</li> <li>Learning Indicators (LIs)</li> </ul> </li> <li>1.3 Discuss cross cutting issues relating to your lessons and how</li> </ol>	20 mins

•	use of digital tools and attention to equity and inclusion issues. Identify assessment, aligned to NTEAP. Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.	1.4	they could be addressed or developed. Discuss distinctive features of the lesson including use of digital tools and attention given to equity and inclusion issues	
lea	Concept Development (New Irning likely to arise in this son):	2.1	Discuss the key concepts in your various subject areas from your course manuals and possible	25 mins
•	Identification and discussion of concepts Identification of possible		challenging areas in teaching the concepts.	
•	challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT resources for	2.2	Identify any aspect of the lesson that might be challenging for you in terms of new learning and the resources that may be needed in treating them.	
•	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			
•	Teaching, learning and assessment activities for the lesson. Reading of teaching and learning activities and identification of	3.1	Read and discuss teaching and learning activities that relate to GESI and ICT and need further clarification.	35 mins

	areas that require clarification	3.2	Discuss with tutors, activities that	
	especially GESI related activities.		are linked to CLO and CLIs that	
•	Reading of teaching and learning		may vary from their previous	
	activities and identification of		experiences.	
	GESI and ICT issues that require	3.3	Discuss the assessment	
	clarification.	5.5	components of your lessons in the	
•	Reading of assessment opportunities and ensuring they		course manual of in sub-groups to	
	are aligned to the NTEAP and		determine whether they are	
	required course assessment:		aligned to NTEAP and required	
	subject project (30%), subject		course assessment.	
	portfolio (30%) and end of			
	semester examination (40%)	3.4	Identify areas to assess and	
	Working through one or two		explain how they will assess	
	activities.		during lessons.	
•	Select activities, linked to CLO			
	and indicators, from the lesson	3.5	Discuss with tutors, core and transferable skills in the lesson of	
	that are likely to be most			
	different from tutors' previous experience. These could involve		your course.	
	applying new content, e.g. from	3.6	Identify where PowerPoint	
	section 2, or approaches to	0.0	presentations or other resources	
	teaching, learning and		need to be developed to support	
	assessment, incl. gender		learning and provide guidance on	
	responsive, differentiation and		their development.	
	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 support			
	teaching, for example: action			
	research, questioning and to			
L		I		

<ul> <li>other external reference material.</li> <li>Identify where power point presentations or other resources need to be developed to support learning and provide guidance.</li> <li>Identify resources required for any TLMs and provide guidance on their development</li> </ul>			
<ul> <li>4 Evaluation and review of session:</li> <li>Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>Course assignment <ul> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul> </li> </ul>	4.1 4.2 4.3	misconceptions that arose from the PD session for further clarification.	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.			

#### **SESSION 9**

Age Phase: JHS

Year 2 Semester 2

#### Tutor PD Session for Lesson 9 in the Course Manual

## LESSON TOPICS:

Geography
Statistical Mapping II
Selected Geographical Theories and Models (III)
History
Socio-cultural practices in contemporary Ghana
Party Politics since 1992
Social Studies
Processes of Decision-Making in a Democracy
RME
Islamic Values II
Assessment and Testing in RME I

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<ul> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of</li> </ul>	<ol> <li>1.1 Reflect on their previous PD session (PD Session 8) and discuss the challenges and successes presented by colleagues.</li> </ol>	20 mins
<ul> <li>the main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the</li> </ul>	1.2 Give an overview of Lesson 9 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.	
<ul> <li>lesson</li> <li>Reading and discussion of the introductory sections up to learning outcomes.</li> <li>Identify important or</li> </ul>	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.	
distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.	1.4 Identify and write down cross cutting themes in their individual lessons.	

<ul> <li>Identify assessment, aligned to NTEAP.</li> <li>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.</li> </ul>	1.5 1.6 1.7 1.8	Share with their colleagues cross cutting issues identified in Lesson 9 of the respective courses in each subject. 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. 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, 21 <sup>st</sup> century core values and competences. Participants refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task. 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.	
<ul> <li>2. Concept Development (New learning likely to arise in this lesson):</li> <li>Identification and discussion of concepts</li> <li>Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.</li> <li>Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.</li> </ul>	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 appropriate explanations to them. 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.	30 mins

		2.2		
•	Identify any aspect of the	2.3	Identify appropriate GESI responsive	
	lesson that might be		and alternative ICT resources (e.g.,	
	challenging for tutors in terms		use of pre-recorded videos) for	
	of new learning, and which		teaching and learning the concepts.	
	needs to be considered prior			
	to taking tutors through the	2.4	Identify aspects of the lesson that	
	lesson activities "walk		might be challenging for tutors in	
	through". Equity and inclusion		terms of new modes of teaching and	
	issues as well as ICT resources		learning, and which need to be	
	need consideration.		considered prior to taking tutors	
•	The resources needed must		through the lesson activities.	
•	be identified: literature –		through the lesson detivities.	
		2.5	Identify resources that may be	
	page referenced etc, on web,	2.5	Identify resources that may be	
	YouTube, physical resources,		needed to efficiently teach the	
	power point; how they should		lesson, taking into consideration local	
	be used. Consideration needs		availability and cultural and religious	
	to be given to local availability		sensitivity.	
-	<u> </u>			
3.	Teaching, learning and	3.1	Read through the teaching and	30 mins
	assessment activities for the		learning activities and identify	
	lesson.		activities they consider as unclear	
•	Reading of teaching and		paying attention to activities that are	
	learning activities and		related to GESI and ICT.	
	identification of areas that			
	require clarification especially	3.2	Open to Lesson 9 of the course	
	GESI related activities.		manual and read out the activities in	
•	Reading of teaching and		the lesson while the rest actively	
	learning activities and		listen actively.	
	identification of GESI and ICT			
	issues that require	3.3	SL/HoD, together with the sub-	
	clarification.	0.0	groups identify and discuss issues in	
			the lesson activities that need further	
•	Reading of assessment		clarification or review, including	
	opportunities and ensuring		· •	
	they are aligned to the NTEAP		issues related to GESI, ICT and new	
	and required course		teaching techniques such as culturally	
1	assessment: subject project		responsive pedagogy, herring boning,	
	(30%), subject portfolio (30%)		etc	
	and end of semester			
	examination (40%) Working	3.4	Examine the assessment tasks to find	
	through one or two activities.		out if they are aligned to the NTEAP.	
•	Select activities, linked to CLO			
	and indicators, from the	3.5	Share your findings with colleagues.	
	lesson that are likely to be			
	most different from tutors'	3.6	Listen to explanation from the	
	previous experience. These		SL/HoD on how to align assessment	
	could involve applying new		to the NTEAP.	
			-	
1	content, e.g. from section 2,			

	or approaches to teaching,	3.7	Discuss how the assessment tasks in	
	learning and assessment, incl.		the lesson integrate STS in them.	
	gender responsive,	20	Chudu the linkerse between the	
	differentiation and inclusive approaches and use of	3.8	Study the linkages between the activities, the CLO and indicators and	
	appropriate ICT tools.		identify specific unfamiliar areas that	
•	Identify how any assessments		need further clarification (e.g.,	
•	during the lesson relate to		selection of GESI appropriate	
	course assessment		contents and strategies of teaching	
	components.		such as differentiated task grouping,	
•	The selected activities should		fish/herring boning, scaffolding, KWL,	
•	be done with tutors in real or		etc and use appropriate ICT tools	
	close to real time.		such zoom, Google class, LMS,	
•	Anticipate any issues for		WhatsApp, telegram, etc.	
	clarification or questions			
	which might arise as the	3.9	Facilitator, together with Participants	
	tutors work through the		explain brainstorm to explain	
	activities and provide		unfamiliar concepts and discuss how	
	guidance on these.		the unfamiliar teaching strategies can	
•	Identify where, and which,		be used.	
	core and transferable skills,			
	including digital skills, are	3.10	Ask questions (including questions on	
	being developed or applied.		controversial issues on gender,	
•	Makes links to the existing PD		cultural and religious matters) or	
	Themes with page reference		make suggestions as to how to	
	where they can support		successfully implement the new	
	teaching, for example: action		contents and strategies.	
	research, questioning and to	2 1 1	Identify activities in the lesson which	
	other external reference	3.11	promote the development of core	
	material.		and transferable skills, including	
•	Identify where power point		digital skills. For example,	
	presentations or other resources need to be		communication and collaboration,	
	developed to support		digital literacy, creativity, leadership,	
	learning and provide		critical thinking and problem solving.	
	guidance.		<b>C</b>	
•	Identify resources required	3.12	Identify aspects of the lesson where	
	for any TLMs and provide		power point presentations or other	
	guidance on their		resources need to be developed to	
	development		support learning.	
4.	Evaluation and review of	4.1	Review session and identify	10 mins
	session:		outstanding issues relating to the	
•	Review learning and		lesson for clarification.	
	identification of any			
	outstanding issues relating to	4.2	Facilitator and Participants discuss	
	this lesson for clarification.		how to resolve the outstanding issues	
•	Course assignment		in the lesson.	

<ul> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul>	<ul> <li>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</li> </ul>
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	

Age Phase: JHS

## 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 addressedGuidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)1Introduction (Josson exercise)		Time in session	
<ul> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the</li> </ul>	1.1	Participants reflects on PD session 4 by writing down their points.	20 mins
<ul><li>course manual)</li><li>Introduction and overview of the main purpose of the lesson</li></ul>	1.2	Share your reflections on Session 9 with colleagues.	
<ul> <li>in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social</li> </ul>	1.3	Refer to lesson 10 and give an overview of their lessons.	
<ul> <li>inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Beading and discussion of the</li> </ul>	1.4	Refer to appropriate pages of their course manual and explain the description of their various lessons.	
<ul><li>introductory sections up to learning outcomes.</li><li>Identify important or distinctive</li></ul>	1.5	Identify and write down cross cutting issues in their individual lessons.	
<ul> <li>features of the lesson including use of digital tools and attention to equity and inclusion issues.</li> <li>Identify assessment, aligned to NTEAP.</li> </ul>	1.6	Share with their colleagues cross cutting issues identified and discussed.	

•	Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.	1.8 1.9 1.10	Refer to the relevant columns of their lessons to read out the learning outcomes and indicators and relevant activities for discussions. 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. Identify assessment their assessment procedure that are applicable in their lessons taking cognisance of the NTEAP. Anticipate questions which might arise from the introduction to the lesson and provide responses. Anticipate controversial questions	
			related to GESI and ICT and provide responses.	
•	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of 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	2.1	Identify the key concepts in their various subject areas from their course manuals. Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, people with learning and physical disabilities, socio-economic	30 mins
•	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	2.3	background of students etc Identify needed. GESI responsive and ICT resources for teaching and learning the concepts, taking into consideration local availability and cultural and religious sensitivity. e.g., Videos, maps, mobile phones,	

•	inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	2.4	textbooks, photographs, resource persons. Identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.	
•	Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that	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. Discuss the activities for their	30 mins
•	require clarification especially GESI related activities. Reading of teaching and learning activities and	5.2	various lessons and how to implement them.	
•	identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and	3.3	Demonstrate how to use the activities to teach while their colleagues observe and make comments.	
	required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.	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.	
•	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	3.5	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 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.	
	during the lesson relate to course assessment components.	3.6	Explain how the unfamiliar teaching strategies are used and	

•	The selected activities should be done with tutors in real or close to real time.	. –	volunteers to demonstrate how to use them in teaching.	
•	Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.	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.	
•	Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.	3.8	Ask questions on issues of interest including controversial issues on gender, cultural and religious	
•	Makes links to the existing PD Themes with page reference where they can support teaching, for example: action		matters) or make suggestions as to how to successfully implement the new contents and strategies.	
•	research, questioning and to other external reference material. Identify where power point	3.9	Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical	
	presentations or other resources need to be developed to support learning and provide guidance.		thinking, creativity, communication and collaboration, digital literacy, creativity, and leadership.	
•	Identify resources required for any TLMs and provide guidance on their development	3.10	Identify where power point presentations or other resources need to be developed to support teaching and learning.	
4	Evaluation and review of session: Review learning and	4.1	Review session and identify any outstanding issues for clarification.	10 mins
•	identification of any outstanding issues relating to this lesson for clarification. Course assignment • Advance preparation • In the case of unresolved	4.2	Study Lesson 11 for the next PD session.	
60	issues urse assessment in accordance			
	the NTEAP: SWL need to			
	view assessment in the course			
	nual to ensure it complies with			
	EAP implementation and the			
	% continuous assessment and 40			
	End of semester examination.			
Th	s means ensuring subject			

project, subject portfolio preparation and development are	
explicitly addressed in the PD	
sessions.	

Age Phase: JHS

#### Year 2 Semester 2

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

## **LESSON TOPICS:**

#### Geography:

ecoBickhill.
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 dovelopm

Contribution of Islam to Individual and National development Project Presentations

<ul> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the course manual)</li> <li>Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the</li> <li>Introduction / lesson overview</li> <li>Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the</li> <li>Introduction of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the</li> <li>Introduction of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the</li> <li>Introduction of important or</li> <li>Introduction of important or</li> <li>Introduction of the lesson</li> <li>Introductin the lesson</li></ul>	fra gu pr	cus: the bullet points provide the ime for what is to be done. The idance notes in italics identify the ompt the SL/HoD needs and each e must be addressed	<b>duri</b> Sess	dance Notes on Tutor Activity ing the PD Session. What PD sion participants (Tutors) will do ing each state of the session)	Time in session
<ul> <li>introductory sections up to learning outcomes.</li> <li>Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.</li> <li>Identify assessment, aligned to</li> </ul>	•	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. 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.	1.2	<ul> <li>the previous PD Session and explain how useful it influenced your teaching over the week.</li> <li>Discuss the main purpose of the lesson in the course manuals of your subject areas.</li> <li>Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.</li> <li>Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in</li> </ul>	20 mins

•	Anticipate questions which might arise from the introduction to the			
	lesson and provide responses for			
	SL/HoD. Anticipate controversial			
	questions related to GESI and ICT			
	and provide responses for SL/HoD.			
1.	Concept Development (New	2.1	Work in pairs/groups and	30 mins
	learning likely to arise in this	2.1	identify the key concepts in your	
	lesson):		various subject areas from your	
•	Identification and discussion of		course manuals.	
_	concepts			
•	Identification of possible	2.2	Discuss any possible challenging	
•	challenging areas in teaching of		areas in teaching the concepts	
	the concept. This may include GESI		identified.	
	and ICT related concepts.			
•	Identification of needed GESI	2.3	Identify any aspect of the lesson	
-	responsive and ICT resources for		that might be challenging for	
	the teaching and learning of the		tutors in terms of new learning.	
	concept.		5	
•	Identify any aspect of the lesson	2.4	Identify resources that can be	
	that might be challenging for		used in the teaching and learning	
	tutors in terms of new learning,		concepts identified in your	
	and which needs to be considered		various subject areas.	
	prior to taking tutors through the		-	
	lesson activities "walk through".			
	Equity and inclusion issues as well			
	as ICT resources need			
	consideration.			
•	The resources needed must be			
	identified: literature – page			
	referenced etc, on web, YouTube,			
	physical resources, power point;			
	how they should be used.			
	Consideration needs to be given to			
	local availability			
2.	Teaching, learning and	4.1	Suggest teaching and learning	30 mins
	assessment activities for the		activities that can be used in	_
	lesson.		teaching your lesson taking into	
•	Reading of teaching and learning		consideration activities that are	
	activities and identification of		related to GESI and ICT.	
	areas that require clarification			
	especially GESI related activities.	4.2	Demonstrate how to use the	
•	Reading of teaching and learning	··· <b>—</b>	activities suggested to teach for	
	activities and identification of GESI		your colleagues to observe and	
	and ICT issues that require		comment.	
	clarification.	4.3	Discuss the linkages between	
		-	activities of the lessons, the LOs	
			activities of the lessons, the LOS	

_					
	•	Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment:		and LIs and identify any unfamiliar areas that need clarification.	
		subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.	4.4	Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.	
	•	Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience.	4.5	Identify areas to assess in your lesson and explain how you will assess them during your lessons.	
		These could involve applying new content, e.g. from section 2, or approaches to teaching, learning	4.6	Ask questions on controversial issues in their sub-groups.	
		and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.	4.7	Discuss the transferable skills, including digital skills being developed or applied.	
	•	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.			

	<b></b>		1
Identify resources required for any			
TLMs and provide guidance on			
their development			
3. Evaluation and review of session:	4.1	Provide a feedback of the PD	10 mins
Review learning and identification		session.	
of any outstanding issues relating			
to this lesson for clarification.	4.2	Identify any outstanding issues	
Course assignment		relating to the lesson.	
<ul> <li>Advance preparation</li> </ul>			
<ul> <li>In the case of unresolved</li> </ul>	4.3	Read Lesson 12 of the Course	
issues		Manual identify issues of	
		concern for clarification before	
		the next PD session.	
Course assessment in accordance			
with the NTEAP: SWL need to review			
assessment in the course manual to			
ensure it complies with NTEAP			
implementation and the 60%			
continuous assessment and 40 % End			
of semester examination. This means			
ensuring subject project, subject			
portfolio preparation and			
development are explicitly addressed			
in the PD sessions.			

## Age Phase: JHS

# Year 2 Semester 2

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

<b>LESSON TOPICS:</b>
Geography:
Course Review
History
Course Review
Social Studies
Course Review
RME
Course Review

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	<i>the PD Session.</i> What PD Session <i>e</i> participants (Tutors) will do during each		Time in session
<ul> <li>Introduction / lesson overview</li> <li>Reflection on previous PD Session (Introduction to the</li> </ul>	1.1	Reflect on their previous PD sessions.	20 mins
<ul> <li>course manual)</li> <li>Introduction and overview of the main purpose of the lesson in</li> </ul>	1.2	Refer and give an overview of your course manuals.	
<ul> <li>the course manual.</li> <li>Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.</li> </ul>	1.3	Refer to page 3 of their course manual and explain the main purpose of their various lessons.	
<ul> <li>Identification of important or distinctive aspects of the lesson</li> <li>Reading and discussion of the introductory sections up to</li> </ul>	1.4	Identify and write down cross cutting themes in their individual lessons.	
<ul> <li>Identify important or distinctive features of the lesson including</li> </ul>	1.5	Share with their colleagues cross cutting issues identified.	
<ul> <li>use of digital tools and attention to equity and inclusion issues.</li> <li>Identify assessment, aligned to</li> </ul>	1.6	Read and discuss the introduction to the learning outcomes.	
<ul> <li>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</li> </ul>	1.7	Identify distinctive features of their lessons including use of digital tools and attention to equity and inclusion issues.	

	Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.	1.8 1.9 1.10	Identify assessment their assessment procedure taking cognisance of the NTEAP. Anticipate questions which might arise from the introduction to the lesson and provide responses. Anticipate controversial questions related to GESI and ICT and provide responses.	
2	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts	2.1	Identify the key concepts in their various subject areas from their course manuals. Identify possible challenging areas	30 mins
•	Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI		in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, etc	
	responsive and ICT resources for the teaching and learning of the concept. Identify any aspect of the lesson	2.3	Identify needed GESI responsive and ICT resources for teaching and learning the concept.	
•	that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as ICT	2.4	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 taking tutors through the lesson activities.	
•	resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	2.5	Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.	
3	Teaching, learning and assessment activities for the lesson. Reading of teaching and learning activities and identification of	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.	30 mins

	areas that require clarification	3.2	Listen to SL/HoD's explanation on	
	especially GESI related activities.		what the activities are meant to do	
•	Reading of teaching and learning		and how to implement them.	
•			and now to implement them.	
	activities and identification of			
	GESI and ICT issues that require	3.3	Demonstrate how to use the	
	clarification.		activities to teach while their	
•	Reading of assessment		colleagues observe and comment.	
	opportunities and ensuring they			
	are aligned to the NTEAP and	3.4	Study the assessment tasks to find	
	required course assessment:	0	out if they are aligned to the	
	-		, 0	
	subject project (30%), subject		NTEAP. Share your findings with	
	portfolio (30%) and end of		colleagues. Listen to explanation	
	semester examination (40%)		from the SL/HoD on how to align	
	Working through one or two		assessment to the NTEAP.	
	activities.			
•	Select activities, linked to CLO	3.5	Study the linkages between the	
-	and indicators, from the lesson		activities, the LO and indicators and	
			identify specific unfamiliar areas	
	that are likely to be most		that need further clarification (e.g.,	
	different from tutors' previous			
	experience. These could involve		selection of GESI content and how	
	applying new content, e.g. from		to use new the new strategies of	
	section 2, or approaches to		teaching such as differentiated task	
	teaching, learning and		grouping, fish/herring boning,	
	assessment, incl. gender		scaffolding, KWL, etc and use	
	responsive, differentiation and		appropriate ICT tools such zoom,	
	inclusive approaches and use of		Google class, LMS, etc.	
	appropriate ICT tools.			
		3.6	Explain how the unfamiliar teaching	
•	Identify how any assessments	5.0		
	during the lesson relate to		strategies are used and volunteers	
	course assessment components.		to demonstrate how to use them in	
•	The selected activities should be		teaching.	
	done with tutors in real or close			
	to real time.	3.7	Participants uses think-pair-share to	
•	Anticipate any issues for		identify areas to assess and explain	
-			how they will assess any of the	
	clarification or questions which		assessment components in the	
	might arise as the tutors work		NTEAP.	
	through the activities and			
	provide guidance on these.			
•	Identify where, and which, core	3.8	Participants ask questions	
	and transferable skills, including		(including questions on	
	digital skills, are being developed		controversial issues on gender,	
	or applied.		cultural and religious matters) or	
			make suggestions as to how to	
•	Makes links to the existing PD		successfully implement the new	
	Themes with page reference		contents and strategies.	
	where they can support		כטוונבוונג מוע גו מנפצובג.	
	teaching, for example: action			
	research, questioning and to			

<ul> <li>other external reference material.</li> <li>Identify where power point presentations or other resources need to be developed to support learning and provide guidance.</li> <li>Identify resources required for any TLMs and provide guidance on their development</li> </ul>	<ul> <li>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.</li> <li>3.10 Identify where power point presentations or other resources need to be developed to support learning.</li> </ul>	
<ul> <li>4 Evaluation and review of session:</li> <li>Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>Course assignment <ul> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul> </li> </ul>	<ul> <li>4.1 Review session and identify any outstanding issues relating to this lesson for clarification.</li> <li>4.2 Review the PD sessions and indicate how they have impacted your teaching of the lessons in the course manual.</li> </ul>	0 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.		

## 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	
No one showed up for the session.	2	
	2	
Other (please specify)	3	

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

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

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

10. Did anyone from your mentoring University visit your college to observe and participate in the PD session?

Yes	1	Go to Q11
No	2	Skip to Q13

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

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 Good1

Good	2
Minimal	3

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

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

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

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