

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

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

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

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

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

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

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

Robin Todd
Executive Director, T-TEL
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.
 - 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**

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
|--|---|-------------------------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. | <p>1.1. Reflect on their previous PD sessions.</p> <p>1.2. Refer to introduction to course manual page and give an overview of their specific course manuals.</p> <p>1.3. Refer to the course manual writing guide page of your course manual and explain the main purpose of their various lessons.</p> <p>1.4. Identify and write down cross cutting themes in your individual lessons.</p> | <p>20 mins</p> |

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| <ul style="list-style-type: none"> • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | <ol style="list-style-type: none"> 1.5. Share with your colleagues cross cutting issues identified. 1.6. Read and discuss the introduction to the learning outcomes. 1.7. Identify distinctive features of your lessons including the use of digital tools and attention to equity and inclusion issues. 1.8. Check the assessment procedure in the overview to find out if they are aligned to the NTEAP. 1.9. 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. | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. | <ol style="list-style-type: none"> 2.1 Identify the key concepts in your various subject areas from your course manuals and provide examples of how they could be used to deliver the basic school curriculum through STS activities. 2.2 Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping 2.3 Identify needed GESI responsive and ICT resources for teaching and learning the concept. 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. | <p>30 mins</p> |

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| <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.5 Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors’ previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. Identify how any assessments during the lesson relate to course assessment components. The selected activities should be done with tutors in real or close to real time. Anticipate any issues for clarification or questions which | <p>3.1 Read through the teaching and learning activities and identify activities you consider unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Working in pairs, work out an explanation on what the activities are meant to do and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while your colleagues observe and comment.</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 Share your findings with colleagues.</p> <p>3.6 Working in pairs explain how to align assessment to the NTEAP.</p> <p>3.7 Participants study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.</p> | <p>30 mins</p> |

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| <p>might arise as the tutors work through the activities and provide guidance on these.</p> <ul style="list-style-type: none"> ● Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. ● Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. ● Identify where power point presentations or other resources need to be developed to support learning and provide guidance. ● Identify resources required for any TLMs and provide guidance on their development | <p>3.8 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.</p> <p>3.9 Participate in think-pair-share to identify areas to assess and explain how you will assess any of the assessment components in the NTEAP.</p> <p>3.10 Ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.11 Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership.</p> <p>3.12 Identify where power point presentations or other resources need to be developed to support learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Review session and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Identify a critical friend from the same or related discipline to observe during teaching and provide feedback.</p> <p>4.3 Study Lesson 2 for the next PD session</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with</p> | | |

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| <p>NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | |
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Session 2

Age Phase: JHS

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

LESSON TOPICS:

- a. Geography-**
 - i. Map work and interpretation
 - ii. Theory and practice
- b. History-**
 - i. 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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
|---|---|-------------------------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and | <p>1.1 Reflect on previous PD session (PD Session 1) and discuss the challenges and successes presented by colleagues.</p> <p>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.</p> <p>1.3 In pairs and according to subject area, refer to the purpose of Lesson 2 of each course in the respective subjects in the course manual and explain the main purpose of the various lessons.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> | 20 mins |

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| <p>provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.</p> | <p>1.5 Share with your colleagues cross cutting issues identified in lesson 2 of the respective courses in each subject.</p> <p>1.6 Refer to LOs and indicators of Lesson 2 and explain implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum.</p> <p>1.7 In your sub-groups identify distinctive features of Lesson 2 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.</p> <p>1.8 Refer to the assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.</p> <p>1.9 Engage in shower thought to identify likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.</p> | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for | <p>2.1 Identify the key concepts, including familiar and unfamiliar concepts in Lesson 2 of each course of the respective subject areas in the course manual and provide appropriate explanations to them.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement) and</p> | <p>30 mins</p> |

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| <p>tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration.</p> <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>provide appropriate responses to them.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning the concepts.</p> <p>2.4 Identify aspects of the lesson that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) 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 | <p>3.1 Read through the teaching and learning activities and identify activities that are unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 A Participant in each sub-group opens to Lesson 2 of the course in the course manual and reads out the activities in the lesson while the rest actively listen actively.</p> <p>3.3 SL/HoD, together with the sub-groups identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as culturally responsive pedagogy, herring boning, etc.</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.</p> | <p>30 mins</p> |

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| <p>experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</p> <ul style="list-style-type: none"> • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>3.5 Share your findings with colleagues.</p> <p>3.6 Discuss how to align assessment to the NTEAP.</p> <p>3.7 In your respective subject groupings discuss how the assessment tasks in the lesson integrate STS in them.</p> <p>3.8 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, telegram, etc.</p> <p>3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>3.10 Ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.11 In your sub-groups identify activities in the lesson which promote the development of core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving.</p> | |
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| | 3.12 In your groups identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning. | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator and Participants discuss how resolve the outstanding issues in the lesson,</p> <p>4.3 Study Lesson 3 in your respective subject areas in the course manual and prepare for the next PD session (Refer to lesson two on geography, History, Social Studies and R.M.E. in the course manual</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 3

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i> | <i>Time in session</i> |
|---|--|-------------------------------|
| 1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. | 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. 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. | 20 mins |

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| <ul style="list-style-type: none"> • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | <p>1.3 In pairs and according to subject area, refer to the purpose of Lesson 3 of each course in the respective subjects in the course manual and explain the main purpose of the various lessons.</p> <p>1.4 Identify and write down cross cutting themes in your individual lessons.</p> <p>1.5 Share with your colleagues cross cutting issues identified in Lesson 3 of the respective courses in each subject.</p> <p>1.6 In your sub-groups refer to LOs and indicators of lesson 3 and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum.</p> <p>1.7 In your sub-groups identify distinctive features of Lesson 3 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.</p> <p>1.8 Refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.</p> <p>1.9 In your respective groups identify and discuss likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.</p> | |
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| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.1 Identify the key concepts, including familiar and unfamiliar concepts in Lesson 3 of each course of the respective subject areas in the course manual and provide appropriate explanations to them.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement) and provide appropriate responses to them.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning of the concepts.</p> <p>2.4 Identify aspects of lesson 3 that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p> | <p>30 mins</p> |
| <p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities and identification of | <p>3.1 Read through the teaching and learning activities and identify activities you consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 In each sub-group open to Lesson 3 of the course in the course manual and read out the activities</p> | <p>30 mins</p> |

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| <p>GESI and ICT issues that require clarification.</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be 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 | <p>in the lesson while the rest actively listen</p> <p>3.3 Identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as cultural responsive pedagogy, herring boning, etc.</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 Share your findings with colleagues.</p> <p>3.6 Listen to explanation from the facilitator(s) on how to align assessment to the NTEAP.</p> <p>3.7 In your respective subject groupings discuss how the assessment tasks in the lesson integrate STS in them</p> <p>3.8 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, etc.</p> <p>3.9 Explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>3.10 Ask questions (including questions on controversial issues on gender,</p> | |
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| <p>need to be developed to support learning and provide guidance.</p> <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | <p>cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.11 Identify activities in the lesson which promote the development of core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving.</p> <p>3.12 Identify aspects of the lesson where PowerPoint presentations or other resources need to be developed to support learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Discuss how to resolve the outstanding issues in the lesson.</p> <p>4.3 Study lesson four in their respective subject areas in the course manual and prepare for the next PD session. (Refer to Lesson 4 on geography, History, Social Studies and R.M.E. in the course manual</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 4

Age Phase: JHS

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUAL

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| 1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • 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 | 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. 1.2 Give an overview of lesson 4 of each course, focusing on the purpose, lesson description, contextual and cross cutting issues, LOs and learning indicators in the respective subjects in the course manual. 1.3 Read out the context and purpose of lesson 4 from the course manual according to subject area while the rest listen. Also discuss the | 20 mins |

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| <p>attention to equity and inclusion issues.</p> <ul style="list-style-type: none"> • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | <p>implications of the purpose and context of the lesson for teaching and learning</p> <p>1.4 Identify and write down cross cutting themes in the lesson, including GESI, digital literacy etc.</p> <p>1.5 Share with their colleagues in the other subject areas cross cutting issues identified in Lesson 4.</p> <p>1.6 Refer to the LOs and indicators of Lesson 4 in the course manual and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum (i.e., upper primary and Basic 7-10.</p> <p>1.7 In your sub-groups identify distinctive features of Lesson 4 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.</p> <p>1.8 Refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.</p> <p>1.9 Identify and discuss likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.</p> | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts | <p>2.1 Identify the key concepts, including familiar and unfamiliar concepts in lesson 4 of each course of the respective subject areas in the course manual and provide appropriate explanations to them.</p> | <p>25 mins</p> |

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| <ul style="list-style-type: none"> • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.2 Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement, etc) and provide appropriate responses to them.</p> <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning of the concepts.</p> <p>2.4 Identify aspects of Lesson 4 that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) | <p>3.1 Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Open to lesson 4 of the course in the course manual and reads out the activities in the lesson while the rest actively listen.</p> <p>3.3 The facilitators(s), together with the sub-groups, identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as</p> | <p>35 mins</p> |

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| <p>Working through one or two activities.</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors’ previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>cultural responsive pedagogy, herring boning, etc.</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP. Share their findings with colleagues.</p> <p>3.5 Let participants share their findings with their colleagues.</p> <p>3.6 Listen to explanation from the facilitator(s) on how to align assessment to the NTEAP.</p> <p>3.7 Discuss how the assessment tasks in the lesson integrate STS in them.</p> <p>3.8 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, etc.</p> <p>3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>3.10 Participants ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.11 Identify activities in the lesson which promote the development of core and transferable skills,</p> | |
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| | <p>including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving.</p> <p>3.12 Identify aspects of the lesson where power point presentations or other resources need to be developed to support learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> ● Review learning and identification of any outstanding issues relating to this lesson for clarification. ● Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator and Participants discuss how to resolve the outstanding issues in the lesson.</p> <p>4.3 Study Lesson 5 in their respective subject areas in the course manual and prepare for the next PD session (Refer to lesson four on geography, History, Social Studies and R.M.E. in the course manual</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 5

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for | <p>1.1 Reflects on PD Session 4 by writing down their points.</p> <p>1.2 Share their reflections on Session 4 with colleagues.</p> <p>1.3 Refer to Lesson 5 and give an overview.</p> <p>1.4 Refer to appropriate pages of the course manual and give a brief description of the lesson.</p> <p>1.5 Identify and write down cross cutting issues in their individual lessons.</p> <p>1.6 Share with their colleagues cross cutting issues identified and discussed.</p> <p>1.7 Refer to the relevant columns of their lessons to read out the learning outcomes and indicators</p> | 20 mins |

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| <p>SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.</p> | <p>and relevant activities for discussions.</p> <p>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.</p> <p>1.9 Identify assessment their assessment procedure that are applicable in their lessons taking cognisance of the NTEAP.</p> <p>1.10 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.11 Anticipate controversial questions related to GESI and ICT and provide responses.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. | <p>2.1 Identify the key concepts in their various subject areas from their course manuals.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, people with learning and physical disabilities, socio-economic background of students etc.</p> <p>2.3 Identify needed. GESI responsive and ICT resources for teaching and learning the concepts, taking into consideration local availability and cultural and religious sensitivity. e.g., Videos, maps, mobile phones, textbooks,</p> | <p>25 mins</p> |

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| <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>photographs, resource persons etc.</p> <p>2.4 Identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors’ previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. Identify how any assessments during the lesson relate to course assessment components. The selected activities should be done with tutors in real or close to real time. | <p>3.1 Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Discuss the activities for their various lessons and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while their colleagues observe and make comments comment.</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share your findings with colleagues.</p> <p>3.5 Discuss how to align assessment to the NTEAP.</p> <p>3.6 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content) and identify how to use new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS).</p> | <p>35 mins</p> |

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| <ul style="list-style-type: none"> • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>3.7 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.</p> <p>3.8 Participants uses think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.</p> <p>3.9 Ask questions on issues of interest including, controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.10 Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, creativity, and leadership.</p> <p>3.11 Identify where PowerPoint presentations or other resources need to be developed to support teaching and learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Review session and identify any outstanding issues for clarification.</p> <p>4.2 Participants to study Lesson 6 for the next PD session.</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End</p> | | |

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. | <p>1.1 Volunteer to give an icebreaker to start the session which will help other participants to do same in starting their lessons in class.</p> <p>1.2 Reflect on PD Session 5 by writing down their points including elements of the discussions they were able to implement in class and those they could not.</p> <p>1.3 Write down on papers at least two challenges that affected the complete implementation of the discussions on session 5. E.g., Classroom arrangement, inadequate time, timing of the lesson, lack of appropriate TLMs, power and internet services challenges</p> | <p>20 mins</p> |

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| <ul style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 1.4 Share their reflections on session 5 with colleagues as well as the challenges they faced during the delivery of lesson 5. 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 lesson 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. | |
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| | 1.14 Brainstorm to identify possible controversial questions especially related to GESI and ICT and provide responses. | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.1 Refer to Lesson 6 and identify the key concepts to be developed in their various subject areas from their course manuals.</p> <p>2.2 Brainstorm to identify possible challenging areas in teaching the concepts identified. E.g., Cultural barriers, Gender stereotyping, unreliable internet and power, classroom arrangement, people with learning and physical disabilities, socio-economic background of students etc</p> <p>2.3 Brainstorm to identify needed GESI responsive and ICT resources for teaching and learning the concepts, taking into consideration local availability and cultural and religious sensitivity. E.g., Videos, maps, mobile phones, textbooks, photographs, resource persons etc.</p> <p>2.4 Brainstorm to identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.</p> | 25 mins |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | <p>3.1 Read through the teaching and learning activities of Lesson six in their subject areas and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Using think-pair-share technique discuss the teaching and learning activities outlined in lesson six of their various course manuals and how to implement them.</p> | 35 mins |

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| <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • 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 | <p>3.3 Study the assessment tasks to find out if they are aligned to the new Nation teacher education assessment policy (NTEAP)</p> <p>3.4 Based on smaller groups examine the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection that is gender responsive, inclusive, cultural sensitive etc and how to use the new strategies of teaching.</p> <p>3.5 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content) and identify how to use new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.</p> <p>3.6 Use think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.</p> <p>3.7 Ask questions on issues of interest including controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.8 Identify where, and which, the 21st century transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration skills, digital literacy, and leadership.</p> | |
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| <p>resources need to be developed to support learning and provide guidance.</p> <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | <p>3.9 Identify where PowerPoint presentations or other resources need to be developed to support teaching and learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Review session and identify any outstanding issues for clarification.</p> <p>4.2 Write down new things they have learned during the session and share with their colleagues.</p> <p>4.3 Study Lesson 7 for the next PD session.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 7

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i> | <i>Time in session</i> |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • 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. | <p>2.1 Reflect on previous Lesson 6 of the previous PD Session and explain how useful it influenced your teaching over the week.</p> <p>2.2 Discuss the main purpose of the lesson in the course manuals of your subject areas.</p> <p>2.3 Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.</p> <p>2.4 Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson.</p> | 20 mins |

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| <ul style="list-style-type: none"> • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.1 Work in pairs/groups and identify the key concepts in your various subject areas from your course manuals.</p> <p>2.2 Discuss any possible challenging areas in teaching the concepts identified.</p> <p>2.3 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning.</p> <p>2.4 Identify resources that can be used in the teaching and learning concepts identified in your various subject areas.</p> | <p>25 mins</p> |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | <p>3.1. Suggest teaching and learning activities that can be used in teaching your lesson taking into consideration activities that are related to GESI and ICT.</p> <p>3.2. Demonstrate how to use the activities suggested to teach for your colleagues to observe and comment.</p> | <p>35 mins</p> |

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| <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • 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. | <p>3.3. Discuss the linkages between activities of the lessons, the CLOs and CLIs and identify any unfamiliar areas that need clarification.</p> <p>3.4. Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.</p> <p>3.5. Identify areas to assess in your lesson and explain how you will assess them during your lessons.</p> <p>3.6. Participants ask questions on controversial issues in their sub-groups.</p> <p>3.7. Discuss the transferable skills, including digital skills being developed or applied.</p> | |
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| <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Provide a feedback of the PD session.</p> <p>4.2 Identify any outstanding issues relating to the lesson.</p> <p>4.3 Read Lesson 8 of the Course Manual identify issues of concern for clarification before the next PD session.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 8

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <ul style="list-style-type: none"> • Introduction / lesson overview • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and 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 | <p>1.1 Discuss with your colleagues some distinctive aspects and challenges encountered in Lesson 7 of the previous session.</p> <p>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):</p> <ul style="list-style-type: none"> • Introductory sections • Purpose of the lessons • Learning Outcomes (LOs) • Learning Indicators (LIs) <p>1.3 Discuss cross cutting issues relating to your lessons and how</p> | <p>20 mins</p> |

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| <p>use of digital tools and attention to equity and inclusion issues.</p> <ul style="list-style-type: none"> • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | <p>they could be addressed or developed.</p> <p>1.4 Discuss distinctive features of the lesson including use of digital tools and attention given to equity and inclusion issues</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.1 Discuss the key concepts in your various subject areas from your course manuals and possible challenging areas in teaching the concepts.</p> <p>2.2 Identify any aspect of the lesson that might be challenging for you in terms of new learning and the resources that may be needed in treating them.</p> | <p>25 mins</p> |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of | <p>3.1 Read and discuss teaching and learning activities that relate to GESI and ICT and need further clarification.</p> | <p>35 mins</p> |

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| <p>areas that require clarification especially GESI related activities.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • 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 | <p>3.2 Discuss with tutors, activities that are linked to CLO and CLIs that may vary from their previous experiences.</p> <p>3.3 Discuss the assessment components of your lessons in the course manual of in sub-groups to determine whether they are aligned to NTEAP and required course assessment.</p> <p>3.4 Identify areas to assess and explain how they will assess during lessons.</p> <p>3.5 Discuss with tutors, core and transferable skills in the lesson of your course.</p> <p>3.6 Identify where PowerPoint presentations or other resources need to be developed to support learning and provide guidance on their development.</p> | |
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| <p>other external reference material.</p> <ul style="list-style-type: none"> • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Summaries the main ideas of the PD session.</p> <p>4.2 Discuss any outstanding misconceptions that arose from the PD session for further clarification.</p> <p>4.3 Read on Lesson 9 before the next PD session.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • 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. | <p>1.1 Reflect on their previous PD session (PD Session 8) and discuss the challenges and successes presented by colleagues.</p> <p>1.2 Give an overview of Lesson 9 of each course, focusing on the purpose, lesson description, contextual and cross cutting issues, LOs and learning indicators in the respective subjects in the course manual.</p> <p>1.3 Refer to the purpose of lesson 9 of each course in the respective subjects in the course manual and explain the main purpose of the various lessons.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> | 20 mins |

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| <ul style="list-style-type: none"> • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | <p>1.5 Share with their colleagues cross cutting issues identified in Lesson 9 of the respective courses in each subject.</p> <p>1.6 Refer to LOs and indicators of Lesson 9 and explain their implications for teaching the lesson and preparation of student-teachers to teach the Basic School curriculum.</p> <p>1.7 Participants in their sub-groups identify distinctive features of Lesson 9 in each course including, concepts, use of digital tools and attention to equity and inclusion issues, 21st century core values and competences.</p> <p>1.8 Participants refer to assessment component of the lesson, examine the assessment tasks and identify the assessment component in the NTEAP to align each task.</p> <p>1.9 Engage in shower thought to identify likely questions, including controversial questions related to GESI, ICT etc, which might arise while teaching the lesson and provide appropriate responses.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>2.1 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.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified (E.g., Gender stereotyping, cultural and religious barriers, unreliable internet and power supply, classroom arrangement, etc) and provide appropriate responses to them.</p> | <p>30 mins</p> |

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| <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.3 Identify appropriate GESI responsive and alternative ICT resources (e.g., use of pre-recorded videos) for teaching and learning the concepts.</p> <p>2.4 Identify aspects of the lesson that might be challenging for tutors in terms of new modes of teaching and learning, and which need to be considered prior to taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed to efficiently teach the lesson, taking into consideration local availability and cultural and religious sensitivity.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors’ previous experience. These could involve applying new content, e.g. from section 2, | <p>3.1 Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Open to Lesson 9 of the course manual and read out the activities in the lesson while the rest actively listen actively.</p> <p>3.3 SL/HoD, together with the sub-groups identify and discuss issues in the lesson activities that need further clarification or review, including issues related to GESI, ICT and new teaching techniques such as culturally responsive pedagogy, herring boning, etc</p> <p>3.4 Examine the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 Share your findings with colleagues.</p> <p>3.6 Listen to explanation from the SL/HoD on how to align assessment to the NTEAP.</p> | <p>30 mins</p> |

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| <p>or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</p> <ul style="list-style-type: none"> • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>3.7 Discuss how the assessment tasks in the lesson integrate STS in them.</p> <p>3.8 Study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI appropriate contents and strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, WhatsApp, telegram, etc.</p> <p>3.9 Facilitator, together with Participants explain brainstorm to explain unfamiliar concepts and discuss how the unfamiliar teaching strategies can be used.</p> <p>3.10 Ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.11 Identify activities in the lesson which promote the development of core and transferable skills, including digital skills. For example, communication and collaboration, digital literacy, creativity, leadership, critical thinking and problem solving.</p> <p>3.12 Identify aspects of the lesson where power point presentations or other resources need to be developed to support learning.</p> | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment | <p>4.1 Review session and identify outstanding issues relating to the lesson for clarification.</p> <p>4.2 Facilitator and Participants discuss how to resolve the outstanding issues in the lesson.</p> | <p>10 mins</p> |

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| <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.3 Study lesson three in their respective subject areas in the course manual and prepare for the next PD session (Refer to Lesson 10 on geography, History, Social Studies and R.M.E. in the course manual</p> | |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 10

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. | <p>1.1 Participants reflects on PD session 4 by writing down their points.</p> <p>1.2 Share your reflections on Session 9 with colleagues.</p> <p>1.3 Refer to lesson 10 and give an overview of their lessons.</p> <p>1.4 Refer to appropriate pages of their course manual and explain the description of their various lessons.</p> <p>1.5 Identify and write down cross cutting issues in their individual lessons.</p> <p>1.6 Share with their colleagues cross cutting issues identified and discussed.</p> | 20 mins |

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| <ul style="list-style-type: none"> Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | <p>1.7 Refer to the relevant columns of their lessons to read out the learning outcomes and indicators and relevant activities for discussions.</p> <p>1.8 Identify distinctive features of their lessons-- introductions, learning outcomes and indicators, teaching methods and activities etc including use of digital tools and attention to equity and inclusion issues.</p> <p>1.9 Identify assessment their assessment procedure that are applicable in their lessons taking cognisance of the NTEAP.</p> <p>1.10 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.11 Anticipate controversial questions related to GESI and ICT and provide responses.</p> | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT resources for the 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 | <p>2.1 Identify the key concepts in their various subject areas from their course manuals.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, people with learning and physical disabilities, socio-economic background of students etc</p> <p>2.3 Identify needed. GESI responsive and ICT resources for teaching and learning the concepts, taking into consideration local availability and cultural and religious sensitivity. e.g., Videos, maps, mobile phones,</p> | <p>30 mins</p> |

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| <p>inclusion issues as well as ICT resources need consideration.</p> <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>textbooks, photographs, resource persons.</p> <p>2.4 Identify aspects of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors’ previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. Identify how any assessments during the lesson relate to course assessment components. | <p>3.1 Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Discuss the activities for their various lessons and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while their colleagues observe and make comments.</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share their findings with colleagues. Discuss how to align assessment to the NTEAP.</p> <p>3.5 Study the linkages between the activities, the CLO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content) and identify how to use new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.</p> <p>3.6 Explain how the unfamiliar teaching strategies are used and</p> | <p>30 mins</p> |

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| <ul style="list-style-type: none"> • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>volunteers to demonstrate how to use them in teaching.</p> <p>3.7 Participants uses think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.</p> <p>3.8 Ask questions on issues of interest including controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.9 Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, critical thinking, creativity, communication and collaboration, digital literacy, creativity, and leadership.</p> <p>3.10 Identify where power point presentations or other resources need to be developed to support teaching and learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Review session and identify any outstanding issues for clarification.</p> <p>4.2 Study Lesson 11 for the next PD session.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject</p> | | |

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| project, subject portfolio preparation and development are explicitly addressed in the PD sessions. | |
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Session 11

Age Phase: JHS

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL

LESSON TOPICS:

Geography:

Map Enlargement and Reduction

Field Work Presentation

History

Fieldwork presentation

Social Studies

Military Interventions in Ghana

How to Teach Tourism, Leisure and Land Use in Ghana

RME

Contribution of Islam to Individual and National development

Project Presentations

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <ul style="list-style-type: none"> • Introduction / lesson overview • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. | <p>1.1 Reflect on previous Lesson 10 of the previous PD Session and explain how useful it influenced your teaching over the week.</p> <p>1.2 Discuss the main purpose of the lesson in the course manuals of your subject areas.</p> <p>1.3 Identify and write down cross cutting themes in your lessons and share with your colleagues the cross-cutting issues identified.</p> <p>1.4 Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson.</p> | <p>20 mins</p> |

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| <ul style="list-style-type: none"> Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. | | |
| <p>1. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.1 Work in pairs/groups and identify the key concepts in your various subject areas from your course manuals.</p> <p>2.2 Discuss any possible challenging areas in teaching the concepts identified.</p> <p>2.3 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning.</p> <p>2.4 Identify resources that can be used in the teaching and learning concepts identified in your various subject areas.</p> | <p>30 mins</p> |
| <p>2. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | <p>4.1 Suggest teaching and learning activities that can be used in teaching your lesson taking into consideration activities that are related to GESI and ICT.</p> <p>4.2 Demonstrate how to use the activities suggested to teach for your colleagues to observe and comment.</p> <p>4.3 Discuss the linkages between activities of the lessons, the LOs</p> | <p>30 mins</p> |

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| <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • 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. | <p>and LIs and identify any unfamiliar areas that need clarification.</p> <p>4.4 Explain how unfamiliar teaching strategies are used in teaching challenging lessons in your subject areas.</p> <p>4.5 Identify areas to assess in your lesson and explain how you will assess them during your lessons.</p> <p>4.6 Ask questions on controversial issues in their sub-groups.</p> <p>4.7 Discuss the transferable skills, including digital skills being developed or applied.</p> | |
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| <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | | |
| <p>3. Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Provide a feedback of the PD session.</p> <p>4.2 Identify any outstanding issues relating to the lesson.</p> <p>4.3 Read Lesson 12 of the Course Manual identify issues of concern for clarification before the next PD session.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

Session 12

Age Phase: JHS

Year 2 Semester 2

TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

LESSON TOPICS:

Geography:

Course Review

History

Course Review

Social Studies

Course Review

RME

Course Review

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i> | <i>Time in session</i> |
|---|---|-------------------------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. • Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. • Identify assessment, aligned to NTEAP. • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. | <p>1.1 Reflect on their previous PD sessions.</p> <p>1.2 Refer and give an overview of your course manuals.</p> <p>1.3 Refer to page 3 of their course manual and explain the main purpose of their various lessons.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> <p>1.5 Share with their colleagues cross cutting issues identified.</p> <p>1.6 Read and discuss the introduction to the learning outcomes.</p> <p>1.7 Identify distinctive features of their lessons including use of digital tools and attention to equity and inclusion issues.</p> | <p>20 mins</p> |

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| <p>Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD.</p> | <p>1.8 Identify assessment their assessment procedure taking cognisance of the NTEAP.</p> <p>1.9 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p> <p>1.10 Anticipate controversial questions related to GESI and ICT and provide responses.</p> | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability | <p>2.1 Identify the key concepts in their various subject areas from their course manuals.</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified. E.g., Gender stereotyping, unreliable internet and power supply, classroom arrangement, etc</p> <p>2.3 Identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>2.4 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities.</p> <p>2.5 Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.</p> | <p>30 mins</p> |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of | <p>3.1 Read through the teaching and learning activities and identify activities they consider as unclear paying attention to activities that are related to GESI and ICT.</p> | <p>30 mins</p> |

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| <p>areas that require clarification especially GESI related activities.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • 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 | <p>3.2 Listen to SL/HoD's explanation on what the activities are meant to do and how to implement them.</p> <p>3.3 Demonstrate how to use the activities to teach while their colleagues observe and comment.</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share your findings with colleagues. Listen to explanation from the SL/HoD on how to align assessment to the NTEAP.</p> <p>3.5 Study the linkages between the activities, the LO and indicators and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new the new strategies of teaching such as differentiated task grouping, fish/herring boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS, etc.</p> <p>3.6 Explain how the unfamiliar teaching strategies are used and volunteers to demonstrate how to use them in teaching.</p> <p>3.7 Participants uses think-pair-share to identify areas to assess and explain how they will assess any of the assessment components in the NTEAP.</p> <p>3.8 Participants ask questions (including questions on controversial issues on gender, cultural and religious matters) or make suggestions as to how to successfully implement the new contents and strategies.</p> | |
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| <p>other external reference material.</p> <ul style="list-style-type: none"> • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>3.9 Participants identify where, and which, core and transferable skills, including digital skills, are being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership.</p> <p>3.10 Identify where power point presentations or other resources need to be developed to support learning.</p> | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Review session and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Review the PD sessions and indicate how they have impacted your teaching of the lessons in the course manual.</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | | |

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.

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

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| 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 |

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

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| 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..... |

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| 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 |

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

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| 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 |

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

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

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

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| 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 |

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

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

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

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

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

