

# Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Social Science Year 3 Semester 2

HANDBOOK FOR TUTORS



Wisdom, Knowledge  
and Prudence





The Government of Ghana



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# ***Foreword***

In Ghana we have made great strides in transforming our teacher education system over the past few years. With each passing year the changes brought about through these reforms are maturing, embedding, and sustaining. Once the first B.Ed. graduates from Colleges of Education enter basic school classrooms from 2022 onwards, I am sure that as a nation, we will truly start to see the benefits of these reforms.

The success of national reforms depends on individual tutors and individual teachers working in classrooms across the country every day. The progress that we want to see will only be brought about through the consistent and regular application of the professional knowledge, professional practice and professional values and attitudes set out in the National Teachers' Standards (NTS).

This is where the Tutor Professional Development Handbooks, written by tutors and university lecturers, have an important role to play in helping tutors to reflect critically on their methods of teaching and learning.

Critical thinking and reflection is an area of weakness in parts of our current education system. Colleges of Education take secondary school graduates and, over four years of the B.Ed., shape them into professional teachers. A recent '21<sup>st</sup> Century Skills assessment' of a representative sample of Ghanaian Senior High School students found that 'critical thinking and problem solving' was the area where they performed least well. Lesson observation of these students' teachers in the same Senior High Schools found that 'employs a variety of instructional strategies that encourage student participation and critical thinking' was the area of the NTS where these teachers consistently scored lowest.

Teaching matters. If we want our Colleges of Education to develop teachers who can think critically and solve problems then tutors must model these expected behaviours in their lessons so that they create an environment where our teachers develop these competencies and, ultimately, use these competencies to develop critical thinking in our basic schools.

This latest set of Professional Development Handbooks, developed by four mentoring universities (University for Development Studies, University of Education, Winneba, University of Ghana and Kwame Nkrumah University of Science and Technology) and tutors from their affiliated Colleges of Education, are the third set of Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) became 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 making all this possible.

**Robin Todd**  
**Executive Director, T-TEL**  
**February 2022**

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

Subject: **Social Studies**  
 Course: Assessments Techniques in Social Studies  
 Lesson Topic: Conceptual Issues Related to Assessment

Subject: **RME**  
 Course: RME and Pedagogies  
 Lesson Topic: Introduction to Course

Subject: **History**  
 Course: Economic History of Ghana  
 Lesson Topic: Economic Policies between 1957 and 1966 (I)

Subject: **Geography**  
 Course: Geography Curriculum  
 Lesson Topic: The Geography Curriculum and Pedagogy

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1(a) Introduction to the semester – in session one</b> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to</li> </ul>	1.1 Give the purpose of the JHS specialism  <i>e.g., In order to achieve the overarching vision for the NTECF and to enable all student teachers to meet the NTS, the B.ED. JHS specialism focuses on equipping student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in early adolescence.</i>  1.2 Sit in your subject groups i.e., History, Social Studies, Geography and RME.	<b>20 mins</b>

<p>the subject/s, age levels/s</p> <ul style="list-style-type: none"> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2)</li> </ul> <p>NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.</p>	<p>1.3 Refer to your course manual and read the overview of your courses silently.</p> <p><i>NB: Consider the course description, and the goals of each course.</i></p> <p><i>Examples:</i></p> <p><i>Geography:</i></p> <p><i>Course description and purpose</i>  <i>The course is intended to introduce student-teachers to the nature of the geography curriculum, techniques for teaching geography, lesson plan preparation, micro/peer-teaching techniques, teaching and learning resources in geography, and assessment in geography. Again, they will be expected to demonstrate an understanding of their work as professional teachers, plan and deliver varied and challenging lessons showing mastery of the subject matter.</i></p> <p><i>Goal</i>  <i>This course is designed for student-teachers to enhance their understanding of the techniques used to teach geography at the basic level to ensure Gender Equity and Social Inclusion (GESI).</i></p> <p><i>History:</i></p> <p><i>Course description and purpose</i>  <i>The course aims to assist student teachers to discuss Ghana’s economy since independence. It seeks to equip student teachers with inquiry skills in searching for information from primary and other sources; being objective in their analysis of historical writings; and being able to identify their own biases, stereotyping and prejudices in relation to post independence economic history of Ghana and applying research skills in teaching of pupils.</i></p> <p><i>Goal</i>  <i>It seeks to train student teachers to possess the ability to explain current economic developments in Ghana through a critical study of major past events.</i></p> <p><i>Social Studies:</i></p> <p><i>Course description and purpose</i></p>	
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<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>This course is designed to provide student-teachers with a clear understanding of how assessment is appropriately carried out. Clarifying the meaning and role of assessment is intended to enable the student-teachers appreciate how educational assessment should be conducted for its ideal purpose in order to cater for all learners irrespective of their differences (e.g., gender, age, socio-cultural, learning preferences, motivation, aptitudes etc.).</i></p> <p><i>Gaol</i> <i>This course is designed to develop student-teachers' knowledge and understanding of assessment and expose them to the role/purposes of educational assessment. It is to help imbibe in student-teachers' skills of constructing appropriate assessment items and interpreting assessment information as they prepare for their teaching internship.</i></p> <p><i>RME:</i> <i>Course description and purpose</i> <i>This course is part one of a two-part course that seeks to expose student teachers to a wide range of topics contained in the JHS Religious and Moral Education (RME) syllabus.</i> <i>The purpose is to offer student teachers the opportunity to have an in-depth knowledge of the JHS RME content, and be equipped with pedagogical skills to teach learners.</i></p> <p><i>Goal</i> <i>The main aim of Religious and Moral Education is to develop religious, moral, and inclusive principles in student teachers, to enable them function as religiously literate teachers who are able to model morally upright behaviours and make sound decisions in today's religiously plural world.</i></p> <p>1.4 Discuss the contextual issues within which each course is designed</p> <p><i>Examples:</i> <i>Geography:</i> <i>Context</i></p>	
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	<p><i>The second-year geography curriculum does not give the student-teacher adequate pedagogical and content knowledge to teach the discipline. The intended introduction of geography specialism at the Junior High School (JHS) level now calls for adequate preparation of the student-teacher in both content and pedagogical knowledge in geography.</i></p> <p><i>History: Context At independence, Ghana was poised to achieve economic success; attain industrialization; improve the living conditions of its people; but in just about few decades, the economy of the country was crumbling and despite recent improvements, Ghana's economic condition is not one that can be spoken of with optimism. This course aims to assist student teachers to provide an analysis of the successes and failures of Ghana's economy since independence.</i></p> <p><i>Social Studies: Context Many teachers in our schools misconstrue assessment to mean measurement and evaluation making their instructional practices to be more examination or test-driven. Additionally, teachers' lack of adequate knowledge about the role and purposes of educational assessment, has affected the way they conduct assessment in the classroom, resulting in many of them, especially external assessments being plagued by inappropriate items that do not help learners understand and apply the knowledge they acquire.</i></p> <p><i>RME: context There is the misconception that religious practitioners without requisite training in the subject can be made to teach it. In order to redirect the focus of RME to emphasize the practice of positive behaviours, there is the urgent need for student-teachers to be trained to be more efficient at using pedagogical tools to teach and assess learners' behaviours and attitudes.</i></p>	
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	<p>1.5 Read out the course learning outcomes from your course manual for discussion.</p> <p><i>Examples</i></p> <p><i>Geography:</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate knowledge on the techniques for teaching and learning Geography</i></li> <li>• <i>Exhibit and apply knowledge of the principle of equity and inclusivity in developing forecast and lesson plan for effective teaching</i></li> </ul> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate understanding of economic development in the early stages of Ghana’s independence. (NTS 2c p. 13, NTECF p.45).</i></li> </ul> <p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate knowledge and understanding of Assessment</i></li> <li>• <i>Apply knowledge and understanding of assessment to design different assessment techniques for the assessment of different learning outcomes in Social Studies.</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate content knowledge of the JHS RME syllabus (NTS 2b, 2c, NTECF p. 20).</i></li> <li>• <i>Exhibit and apply knowledge of the principles of equity and inclusivity in the teaching and learning of RME. (NTS 2c,e, f)</i></li> </ul> <p>1.6 Read the assessment components in your course manual and discuss how they are to be implemented in line with the NTEAP.</p> <p><i>Examples</i></p> <p><i>RME</i></p> <p><i>Student-teachers will identify a moral issue prevalent in their STS school and use the most appropriate art form (music, drama, poetry) and tool/strategy to effect attitudinal change in students.</i></p> <p><i>Geography</i></p> <p><i>Student teachers are to review the basic school curriculum and write a report on the strengths and weaknesses of it</i></p>	
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	<p><i>History</i>  <i>Student-teachers should engage in field work and archival research on the post-independence economy of Ghana.</i></p> <p><i>Social Studies</i>  <i>Student-teachers in groups discuss and present their findings to the class on the role of the teacher in the following forms of assessment:</i></p> <ol style="list-style-type: none"> <li><i>1. As learning</i></li> <li><i>2. Of learning</i></li> <li><i>3. For learning</i></li> </ol> <p><i>Overall weighting of project = 30%</i>  <i>Weighting of individual parts of project out of 100</i></p> <ul style="list-style-type: none"> <li><i>• Introduction – 10</i></li> <li><i>• Methodology – 20</i></li> <li><i>• Substantive section – 40</i></li> <li><i>• Conclusion – 30</i></li> </ul> <p><i>Overall weighting of Subject Portfolio = 30%</i>  <i>Weighting of individual parts of portfolio out of 100%:</i></p> <p><i>i. (a). Each of the three (3) items (e.g., quizzes, assignment, exercises, presentations, projects etc.) selected by the student teacher is 30 % making up 90%.</i></p> <p><i>i(b) Presentation and organisation of portfolio 10%.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</i></p> <p><i>ii(b)Mid semester assessment 30%</i></p> <p><i>ii(c)Presentation and organisation of portfolio 10%</i></p> <p><i>1.7 Discuss the assessment strategies for the end of semester examination in your subject areas e.g. History, Social Studies, Geography and RME.</i>  <i>Example, end of semester examination = 40%</i></p>	
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	<p>1.8 Share your experiences of year three semester one PD sessions taking into consideration the benefits and challenges you encountered in the classroom.</p> <p><i>Examples of anticipated challenges:</i></p> <ul style="list-style-type: none"> <li>• <i>Use of ICT</i></li> <li>• <i>How to integrate GESI and ICT in lesson delivery</i></li> <li>• <i>How to manage large class size etc.</i></li> </ul> <p>1.10 Tell how students employed the teaching, learning and assessments strategies they learned in college during their STS internship in year 3 and how students will be prepared to employ these strategies during the basic school classroom work in STS work in year 4 semester 1.</p> <p>1.11 Read the introduction part of lesson one of each course of the various subjects including lesson description, student teachers' previous knowledge, Learning Outcomes and Learning Indicators.</p> <p><i>For example</i>  <i>Lesson description</i>  <i>History:</i>  <i>This lesson seeks to expose student teachers to economic developments in Ghana from 1957 to 1966.</i></p> <p><i>Geography:</i>  <i>The lesson introduces students to the Scope and content of the geography curriculum.</i></p> <p><i>Social Studies:</i>  <i>This lesson introduces learners to conceptual issues about assessment that need to be clarified to facilitate better understanding of the course.</i></p> <p><i>RME:</i>  <i>Student teachers will be introduced to the course. Student teachers will be taken through the learning outcomes for the course, as well as expectations for the subject project assessment. They will also be led through a series of activities to facilitate good</i></p>	
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	<p><i>understanding of some concepts in JHS RME curriculum.</i></p> <p><i>Previous Knowledge</i></p> <p><i>History:</i>  <i>Student teachers have prior knowledge of the economic history of Ghana from earliest times to the end of the colonial period.</i></p> <p><i>Social Studies:</i>  <i>Student teachers have been introduced to the techniques of teaching and assessment in Social Studies in their second year and can apply these knowledge learning this lesson.</i></p> <p><i>RME:</i>  <i>Student teachers are familiar with concepts such as greetings, dressing, comportment etc.</i></p> <p><i>Geography:</i>  <i>Student-teachers have taken courses in geography and pedagogy in the second year and must be familiar with some of the concepts discussed here.</i></p> <p><i>Examples of LOs</i></p> <p><i>Geography:</i>  <i>Define the scope of the geography curriculum</i></p> <p><i>Exhibit knowledge of the content geography curriculum</i></p> <p><i>History:</i>  <i>Demonstrate understanding of the debates about which approach was considered ideal for Ghana’s industrialization drive</i></p> <p><i>RME:</i>  <i>Demonstrate knowledge of the concepts of comportment and decency</i></p> <p><i>Social Studies:</i>  <i>Demonstrate knowledge and understanding of assessment</i></p> <p>1.12 Identify the distinctive features of lesson one of each course from your course manual.</p>	
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	<p><i>Examples:</i></p> <p><i>Geography:</i></p> <ul style="list-style-type: none"> <li>• <i>Scope of the geography curriculum</i></li> <li>• <i>Content of the geography curriculum</i></li> </ul> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>The debate about Ghana’s industrial development</i></li> <li>• <i>The Volta River Hydro-electric Project and Ghana’s economic development – economic planning</i></li> </ul> <p><i>RME:</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction to the concepts of greetings, dressing, comportment, and courtesy</i></li> </ul> <p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>• <i>The meaning of assessment, measurement and evaluation.</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Shower thought for the likely new concepts from lesson one of each course.</p> <p>Concepts</p> <p><i>Geography:</i> <i>Curriculum, scope of curriculum and content of curriculum</i></p> <p><i>Social Studies:</i> <i>Assessment, measurement and evaluation</i></p> <p><i>History:</i> <i>Development, economic policies, Hydro-electric Project and industrial development</i></p> <p><i>RME:</i> <i>Assessment, project, greetings, dressing, comportment and courtesy</i></p> <p>2.2 In your subject areas, Identify the possible barriers to the teaching and learning of lesson one of your course.</p> <p><i>Potential Barriers:</i> <i>Social studies:</i></p>	<p><b>15 mins</b></p>

	<p><i>Tutors' orientation and misconceptions about what assessment entails and student teachers own past experiences about assessment.</i></p> <p><i>RME:</i> <i>Students may have different perceptions about what constitutes appropriate dressing, greeting and comporment.</i></p> <p><i>Geography:</i> <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to</li> </ul>	<p>3.1 Read your course manual and discuss the teaching and learning activities.</p> <p><i>Examples:</i> <i>Geography:</i> <i>Use discussion to explain the term curriculum. Use brainstorming to explain the scope and content of curriculum.</i></p> <p><i>RME:</i> <i>Through role play, tutor engages student teachers to appreciate appropriate greeting practices as well as dressing forms that are unacceptable in the Ghanaian cultural context.</i></p> <p><i>History:</i> <i>Use lecture approach to explain to student teachers the development leading the implementation of Volta River Hydroelectric Project.</i></p> <p><i>Social Studies:</i> <i>Through power point presentation and shower thought tutor guide student teachers to revise the lesson on the meaning, relationships, and differences among the concepts of assessment, measurement and evaluation.</i></p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification.</p> <p>3.3 Brainstorm how to assist student teachers to appreciate the teaching and learning activities</p>	

<p>support student teacher learning</p> <ul style="list-style-type: none"> <li>● Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>to be able to apply them during their STS and to teach the Basic School Curriculum.</p> <p><i>For example</i></p> <ul style="list-style-type: none"> <li>● <i>Student teachers do peer teaching on specific topics in their STS schools.</i></li> <li>● <i>Student teachers prepare a lesson on any topic to be treated in a week.</i></li> </ul> <p>3.4 Discuss the teaching and learning activities and explain how you will integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in your lessons.</p> <p><i>Examples:</i></p> <p><i>GESI</i></p> <ul style="list-style-type: none"> <li>● <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></li> <li>● <i>Paying attention to people with different learning preferences</i></li> <li>● <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></li> <li>● <i>Making use of gender-neutral language and encouraging words to motivate all learners especially learners with special needs e.g., Chairperson instead of chairman</i></li> </ul> <p><i>ICT</i></p> <ul style="list-style-type: none"> <li>● <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> <li>✓ <i>PowerPoint to do group presentations.</i></li> <li>✓ <i>smart phones to search for relevant information on Google and other search engines.</i></li> </ul> </li> </ul> <p><i>21<sup>st</sup> Century Skills</i></p> <ul style="list-style-type: none"> <li>● <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> <li>● <i>digital literacy skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> </li> <li>● <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> <li>✓ <i>communication and Collaboration skills</i></li> <li>✓ <i>Leadership and personal development</i></li> <li>✓ <i>Critical thinking and problem-solving skills</i></li> </ul> </li> </ul>	
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	<p>3.5 In your subject groups identify and discuss the continuous assessment opportunities in lesson one of your courses.</p> <p><i>Examples</i></p> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>Take-home assignment</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>• <i>Quiz (A 20 minutes Quiz covering all the learning outcomes)</i></li> <li>• <i>Self-assessment (Self-assessment at stages of the lesson where independent study and differentiated task grouping are required)</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Take home Assignment (Student – Teachers discuss the scope of the geography curriculum some of the sub-fields in Physical Geography)</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Subject project (Student teacher identifies a moral issue prevalent in their STS school and use the most appropriate tool/strategy to effect attitudinal change in students)</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson one of your course.</p> <p><i>Examples</i></p> <p><i>History:</i></p> <p><i>Secondary and Primary Sources: (Books, Book chapters, journal articles, Paintings, Media reports, Letters), smartphones</i></p> <p><i>Geography:</i></p> <p><i>Course manual, Basic School Curriculum, audio visual equipment and video clips, smartphones</i></p> <p><i>RME:</i></p> <p><i>Course Outline books (Courtesy for Boys and Girls). smartphones</i></p>	
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	<i>Social Studies: Laptop, projector, YouTube, smartphones</i>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your groups and then with the larger group.</p> <p>4.3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 2.</p> <p>4.4 Do you still have any outstanding issues that need further clarification?</p> <p>4.5 Read lesson two before the next PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 2 in the Course Manual

### Social Studies

Course: Assessment techniques in social studies  
 Lesson title: Techniques of Assessing Learning Outcomes

### RME

Course: RME and Pedagogies  
 Lesson title: Chastity and Immorality

### History

Course: Economic History of Ghana  
 Lesson title: Economic policies between 1957 and 1966 (II)

### Geography

Course: Geography Curriculum  
 Lesson title: Techniques for Teaching Geography I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
	<p>1.1 Share your experiences of PD session 1 taking into consideration the benefits and challenges you encountered in the classroom.</p> <p><i>Examples of anticipated challenges:            Classroom conditions, use of ICT, GESI, classroom size etc.</i></p> <p>1.2 Tell how you used your lessons to prepare students for their year 4 semester 1 STS internship</p>	

	<p>1.3 Read the introduction part of lesson two of your course of the various subjects including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>For example</i>  <i>Lesson description</i>  <i>History</i>  <i>This lesson seeks to expose student teachers to some of the development plans that were implemented in Ghana between 1957 and 1966. It shall also examine the efforts of the first republican government to promote economic development through public corporations and state-led commercial agriculture.</i></p> <p><i>Geography:</i>  <i>The lesson provides the student teachers with knowledge of types of techniques for teaching Geography.</i></p> <p><i>Social Studies:</i>  <i>This lesson involves introducing student-teachers to techniques that could be used in conducting assessment, with particular reference to techniques of assessing learning outcomes in the cognitive, psychomotor and affective learning domains.</i></p> <p><i>RME:</i>  <i>This lesson is focused on exposing student teachers to the concepts of immorality and chastity.</i></p> <p>Previous Knowledge  <i>History:</i>  <i>Student teachers have prior knowledge on the industrialisation policy of Nkrumah.</i></p> <p><i>Social Studies:</i>  <i>Student-teachers are familiar with certain assessment related concepts discussed in the previous lesson and their implications for teaching and learning of Social Studies and can apply this in understanding this lesson.</i></p>	
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	<p><i>RME:</i>  <i>Student teachers make daily decisions about morality or immorality.</i></p> <p><i>Geography:</i>  <i>Student-teachers have taken courses in geography and pedagogy in the first and second years and must be familiar with some of the concepts discussed here.</i></p> <p><i>Examples</i>  <i>Geography:</i>  <i>LOs</i>  <i>Exhibit knowledge of the technique of using questions and answers to teach Geography.</i></p> <p><i>LIs</i>  <i>Explain the technique of using questions and answers to teach Geography.</i></p> <p><i>History:</i>  <i>LOs</i>  <i>Exhibit knowledge about the success and the challenges of the state corporations that were created to drive Ghana's industrialisation under the first republican government.</i></p> <p><i>LIs</i>  <i>Discuss the successes and failures of the state corporations that were established during the reign of the first republican government.</i></p> <p><i>RME</i>  <i>LOs</i>  <i>Demonstrate knowledge of the concepts of immorality and chastity</i></p> <p><i>LIs</i>  <i>Explain the concepts of immorality and chastity.</i></p> <p><i>Social Studies:</i>  <i>LOs</i>  <i>Apply knowledge and understanding of assessment to design different assessment techniques for the assessment of different learning outcomes in Social Studies</i></p>	
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	<p><i>LIs</i> <i>Identify assessment techniques that can be used to assess different learning domains</i></p> <p>1.4 Identify the distinctive features of lesson two of each course from the course manual.</p> <p><i>Examples:</i> <i>Geography:</i></p> <ul style="list-style-type: none"> <li>• <i>Technique of using lecture to teach Geography</i></li> <li>• <i>Technique of using whole class discussion to teach Geography</i></li> </ul> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>State Farms and Development in the Agricultural Sector.</i></li> <li>• <i>State Corporations</i></li> </ul> <p><i>RME:</i></p> <ul style="list-style-type: none"> <li>• <i>Meaning of morality</i></li> <li>• <i>Meaning of chastity</i></li> </ul> <p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>• <i>Meaning of Assessment</i></li> <li>• <i>Types of Assessment</i></li> <li>• <i>Assessment Techniques</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to</p>	<p>2.1 Shower thought for likely new concepts from lesson two of each course.</p> <p>Concepts <i>Geography:</i> <i>Brainstorming, whole class discussion and lecture</i></p> <p><i>Social Studies:</i> <i>Assessment techniques</i> <i>Domains of assessment</i></p> <p><i>History:</i> <i>Industrialization and agriculture, state-led commercial farming, young pioneers and farmers' brigades.</i></p> <p><i>RME:</i> <i>Morality, immorality and chastity</i></p>	<p><b>15 mins</b></p>

<p>introduce and explain the issues/s with tutors</p>	<p>2.2 In your subject areas, Identify the possible barriers to the teaching and learning of lesson two in your course.</p> <p><i>Potential Barriers</i></p> <p><i>History:</i>  <i>Student teachers may encounter some difficulty in differentiating a history research proposal from other forms of proposal in other disciplines</i></p> <p><i>Social studies:</i>  <i>Tutors' orientation and misconceptions about what assessment entails and student teachers own past experiences about assessment.</i></p> <p><i>RME:</i>  <i>Student teachers might have disagreements over what constitutes immorality, based on their religious differences.</i></p> <p><i>Geography:</i>  <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	<p>3.1 Read your course manual in your subject groups and discuss the teaching and learning activities in lesson two.</p> <p>Examples</p> <p><i>Geography:</i>  <i>Use brainstorming to explain the techniques for teaching in geography</i></p> <p><i>RME:</i>  <i>Through discussion, tutor engages student teachers to explain the meaning of morality.</i></p> <p><i>History:</i>  <i>Tutor leads class discussion on Ghana's efforts at economic development through the state-led commercial farming, the role of the young pioneers and farmers' brigades.</i></p> <p><i>Social Studies:</i></p>	

<ul style="list-style-type: none"> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>Through power point presentation tutor guide student teachers to discuss various assessment techniques used in the assessment of learners.</p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification.</p> <p>3.3 Brainstorm how to assist student teachers to appreciate the teaching and learning activities to be able to apply them during their STS and also to teach the Basic School Curriculum.</p> <p><i>Eg. Student teachers are to prepare a lesson plan on a relevant topic from the basic school curriculum and use it to teach their peers in the class.</i></p> <p>3.4 Discuss the teaching and learning activities and explain how you will integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in your lessons.</p> <p><i>Examples:</i></p> <p><i>GESI</i></p> <ul style="list-style-type: none"> <li>• <i>Paying special attention to student teachers with disabilities. E.g. Hearing impairment, visual impairment, and physical disability.</i></li> <li>• <i>Paying attention to people with different learning preferences</i></li> <li>• <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></li> <li>• <i>Making use of gender-neutral language and encouraging words to motivate all learners especially learners with special needs e.g., Chairperson instead of chairman</i></li> </ul> <p><i>ICT</i></p> <ul style="list-style-type: none"> <li>• <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> <li>✓ <i>PowerPoint to do group presentations.</i></li> <li>✓ <i>Smart phones to search for relevant information on Google and other search engines.</i></li> </ul> </li> </ul> <p><i>21<sup>st</sup> Century Skills</i></p>	
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	<ul style="list-style-type: none"> <li>• <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> <li>✓ <i>digital literacy skills</i></li> <li>✓ <i>Innovation and creativity</i></li> </ul> </li> <li>• <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> <li>✓ <i>communication and Collaboration skills</i></li> <li>✓ <i>Leadership and personal development</i></li> <li>✓ <i>Critical thinking and problem-solving skills</i></li> </ul> </li> </ul> <p>3.5 In your subject base groups identify and discuss the continuous assessment opportunities in lesson two of your course.</p> <p><i>Examples</i>  <i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>Take-home assignment</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>• <i>self-assessment at various stages of the lesson</i></li> <li>• <i>Group presentation on assessment techniques.</i></li> </ul> <p><i>Geography:</i></p> <ul style="list-style-type: none"> <li>• <i>Take home Assignment (Student-Teachers differentiate among lectures, questions and answers, whole class discussions, and brainstorming).</i></li> </ul> <p><i>RME:</i></p> <ul style="list-style-type: none"> <li>• <i>Subject project (Subject project (Student teacher's write a reflective essay on how they have acted immorally in the past and their commitment to lead an exemplary life worth emulating).</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson two of your course.</p> <p><i>Examples</i>  <i>History:</i>  <i>Secondary and Primary Sources: (Books, media reports, journal articles, Paintings, diaries, eyewitness articles and Letters).</i></p>	
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	<p><i>Smartphones, laptops, LCD projectors.</i></p> <p><i>Geography</i>  <i>Course manual, Basic School Curriculum, audio-visual equipment and Video clips, smartphones</i></p> <p><i>RME</i>  <i>Course outline</i>  <i>Book (Courtesy for Boys and Girls). Internet connected technological devices</i></p> <p><i>Social Studies:</i>  <i>Laptop</i>  <i>Projector</i>  <i>YouTube</i>  <i>smartphones</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4. 1 Write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your groups and then with the larger group.</p> <p>4.3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 3.</p> <p>4.4 Do you still have any outstanding issues that need further clarification?  NB.  Read lesson 3 before the next PD session.</p>	<p><b>15 mins</b></p>

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

### Social Studies

Assessment Techniques in Social Studies

Lesson 3: Techniques of Assessing Social Studies Learning

Outcomes Lesson

### RME

RME and Pedagogies

Lesson 3: Work, Money, Time, and Leisure I

### History

Economic History

Lesson 3: Economic Development in Ghana from 1966 to 1981

### Geography

JHS Geography Curriculum and Pedagogy

Lesson 3: Techniques for Teaching Geography II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>● A critical friend to share findings for a short discussion and lessons learned</li> <li>● Review prior learning</li> <li>● Reading and discussion of the introductory sections</li> </ul>	<p>1.1 Review the previous PD session and reflect on the successes and challenges with regard to implementation and share with the group.</p> <p>1.2 Allow a critical friend who observed your lesson two class to share his or her findings with the group for a brief discussion.</p> <p>1.3 Review the prior learning of the student-teachers with regard to lesson three.</p>	<b>20 mins</b>

<p>of the lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><b>Examples</b>  <b>Social Studies:</b>  <i>Student-teachers have been introduced to the taxonomies of learning and would be able to apply the knowledge on them in learning this lesson.</i></p> <p><b>RME:</b>  <i>Student teachers possess a general understanding of these concepts (money, work, and time) and use them in their daily conversations.</i></p> <p><b>History:</b>  <i>Students have learnt about economic developments during the First Republic.</i></p> <p><b>Geography:</b>  <i>Student-teachers have taken courses in geography and pedagogy in the first and second year and must be familiar with some of the concepts discussed here.</i></p> <p>1.4 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.5 Read and discuss the introductory part of lesson three of your course through to the learning outcomes as well as the indicators.</p> <p><b>Examples</b>  <b>Lesson description</b>  <b>Social Studies:</b>  <i>This lesson describes the techniques that are used to assess learning outcomes in Social Studies involving knowledge, attitudes and values as well as core competencies.</i></p> <p><b>RME:</b>  <i>Lesson three focuses on selected RME concepts of which Student teachers will be given opportunity to practice and present on how to teach these concepts using role play/educational drama.</i></p> <p><b>History:</b>  <i>The lesson focuses on the prospects and challenges of economic developments in Ghana from 1966 to 1981.</i></p>	
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	<p><b>Geography:</b>  <i>The lesson provides the student teachers with further knowledge on the type of techniques for teaching Geography.</i></p> <p><b>Examples of Social Studies</b></p> <p><b>LO</b>  <i>Apply knowledge and understanding of assessment to design different assessment techniques for the assessment of different learning outcomes in Social Studies</i></p> <p><b>LI</b>  <i>Identify and apply techniques of that appropriately assess core competencies and values</i></p> <p><b>RME:</b></p> <p><b>LO</b>  <i>Demonstrate skills in teaching RME concepts.</i></p> <p><b>LI</b>  <i>Dramatize/role play a lesson on the concepts of work, money, time and leisure</i></p> <p><b>History:</b></p> <p><b>LO</b>  <i>Demonstrate understanding of Ghana's economic developments between 1966 and 1981.</i></p> <p><b>LI</b>  <i>Examine economic development in Ghana between 1966 and 1981.</i></p> <p><b>Geography:</b></p> <p><b>LO</b>  <i>Familiarize with the technique of using activity and laboratory to teach Geography.</i></p> <p><b>LI</b>  <i>Explain the technique of using activity and laboratory to teach Geography.</i></p>	
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	<p>1.7 Identify the distinctive features of lesson three of your course from your course manual.</p> <p><b>Examples:</b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>i. <i>Techniques of Assessing Application of knowledge and Attitudes and Values.</i></li> <li>ii. <i>Techniques of Assessing Core Competencies and Values.</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>i. <i>Group Meeting.</i></li> <li>ii. <i>Presentations</i></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>i. <i>Review of previous Lesson.</i></li> <li>ii. <i>Industrial Developments.</i></li> <li>iii. <i>Agriculture and Mining</i></li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>i. <i>Technique of using activity and laboratory to teach Geography.</i></li> <li>ii. <i>Technique of using demonstration and student presentations and/or resource persons to teach Geography.</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out</p>	<p>2.1 Brainstorm for the likely new learning concepts that the student-teachers will derive from lesson three of your course.</p> <p><b>New learning concepts</b></p> <p><b>Examples</b></p> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>i. <i>Assessment techniques</i></li> <li>ii. <i>Attitudes,</i></li> <li>iii. <i>Values</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>i. <i>Work</i></li> <li>ii. <i>Money</i></li> <li>iii. <i>Time and</i></li> </ul>	<p><b>15 mins</b></p>

<p>what they need to do to introduce and explain the issues/s with tutors</p>	<p>iv. <i>Leisure</i></p> <p><b>History:</b></p> <p>i. <i>Economic development.</i>  ii. <i>Post-Colonial</i>  iii. <i>Mining</i></p> <p><b>Geography:</b></p> <p>i. <i>Techniques</i>  ii. <i>Concepts of teaching</i></p> <p><b>2.2 Possible Barriers</b>  In your respective subject areas, identify the possible barriers to the teaching and learning of lesson three of your course.</p> <p><b>Examples</b>  <b>Social Studies</b></p> <p>i. <i>Misconceptions about Social Studies the orientation of Tutors/Lecturers and heads of the CoEs</i></p> <p><b>RME:</b>  <i>Student teacher might trivialize the need to learn about the concepts. Tutor should emphasize the values in teaching these concepts to JHS students.</i></p> <p><b>History:</b>  <i>Student teachers' discussions may be affected by their ideological and political proclivities.</i></p> <p><b>Geography:</b>  <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the</li> </ul>	<p>3.1 Refer to your course manual to read and discuss the teaching and learning activities and how you could use them in your lesson</p> <p><b>Example</b>  <b>Social studies:</b></p>	<p><b>40 mins</b></p>

<p>teaching and learning activities</p> <ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point</li> </ul> </li> </ul>	<p><i>Tutor guides student teachers to in their groups discuss how their knowledge and understanding of assessing learning outcomes can be applied in their teaching to meet issues of equity, diversity, and inclusion.</i></p> <p><b>History:</b> <i>Tutor guide student teachers to examine developments in the agricultural and mining sectors between 1966 and 1981</i></p> <p><b>RME:</b> <i>Tutor breaks the class to meet in their respective groups to prepare and present on their topics.</i></p> <p><b>Geography:</b> <i>Tutor introduces the lesson to the student -teachers by discussing the technique of using activity and laboratory to teach Geography</i></p> <p>3.2 Read over the teaching and learning activities in lesson three from your course manual and identify the possible areas that may need clarification.</p> <p>3.3 Discuss how to assist student-teachers to be able to use some of the teaching and learning activities during their STS and in teaching the basic school curriculum</p> <p><b>Example</b> <i>Assist Student-teachers to observe their mentors use videos from YouTube to teach certain major topics in various courses during their STS.</i></p> <p>3.4 Examine the teaching and learning activities and explain how you integrate issues of GESI, ICT, and the 21st Century Skills in your lessons.</p> <p><b>Examples</b> <b>GESI</b></p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to both males and females in groups.</i></li> <li>• <i>Make use of gender-neutral languages such as chairperson other than chairman.</i></li> <li>• <i>Make use of mixed ability grouping.</i></li> <li>• <i>Paying special attention to Student-teachers with Special Education Needs (SEN)</i></li> </ul>	
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<p>presentations, TLM or other resources which need to be developed to support learning. Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><b>ICT</b>  <i>Assist student –teachers to do presentations using Power point, Google search, use smart phones etc</i></p> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>✓ <i>Digital literacy skills</i></li> <li>✓ <i>Personal Development and Leadership skills</i></li> <li>✓ <i>Communication and Collaboration</i></li> <li>✓ <i>Critical thinking and Problem Solving</i></li> <li>✓ <i>Creativity and Innovative skills</i></li> </ul> <p><i>These skills can be developed through the group activities and use of ICT tools including power point presentations.</i></p> <p>3.5 In your subject groups, identify and discuss the continuous assessment opportunities in lesson three of your course.</p> <p><b>Examples</b></p> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <i>Quiz at the end of the lesson covering all the learning outcomes</i></li> <li>• <i>self-assessment at various stages of the lesson</i></li> </ul> <p><b>RME:</b></p> <ul style="list-style-type: none"> <li>• <i>Student teachers’ drama/role plays will be scored.</i></li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• <i>Student teachers to look for information bearing on Ghana’s economy from the Daily Graphic from 1966 to 1981 and prepare a poster with the information.</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>1. <i>Student – Teachers discuss the difference among activity and laboratory, demonstration, and field trip as techniques for teaching geography</i></li> <li>2. <i>Student – Teachers plan a field trip and write a report for presentation.</i></li> </ol>	
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	<p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson three in respect of your course.</p> <p><b>Examples</b>  <b>Social Studies:</b>  <i>Smart phones, YouTube, Projectors, Videos, Zoom, Textbooks, etc.</i></p> <p><b>RME:</b>  <i>Course Outline  Book (courtesy for boys and girls),  Smart phones, etc.</i></p> <p><b>History:</b>  <i>Smart phones  You Tube  Projector  Textbooks  Basic School Curriculum  Video clip, etc.</i></p> <p><b>Geography:</b>  <i>Textbooks  You Tube  Projector  Smart phones  Video Clips  Basic School Curriculum, etc.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Write down, individually, what you have learned in this PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback to you and report to the group in the next PD session</p> <p>4.3 Do you still have any issue that need further clarification?</p> <p>NB:  Read lesson four for the next PD session.</p>	<p><b>15 mins</b></p>

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

LESSON 4 TOPICS:

SUBJECT:

### GEOGRAPHY

Course: Geography curriculum and pedagogy

Lesson title: Geography lesson plan

### HISOTRY

Course: Economic History of Ghana

Lesson topic: Economic Policies between 1957 and 1966 I

### SOCIAL Studies

Course: Assessment and Techniques In Social

Lesson topic: Addressing Issues of Diversity, Equity and Inclusivity through Assessment

### RME

Course: RME and Pedagogies

Lesson topic: Work, Money, Time and Leisure ii

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> </ul>	1.1 Take pieces of papers and write down any two ways that the PD session 3 influenced your teaching of lesson 3 –reflection on PD session 3  1.2 share those experiences with the nearest person and then to the whole group	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Give a report on your observations on the delivery of lesson 3.</p> <p>1.4 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.5 Sit in smaller groups based on your subject areas: Geography, History, Social studies and RME.</p> <p>1.6 Refer to your course manual to read the lesson description silently and give a summary of it for brief discussion</p> <p>Examples of course descriptions:</p> <p><i>Geography</i>  <i>The lesson will expand student-teachers understanding of definition, component, and relevance of Geography lesson plans. Student-teachers will also practically learn how to prepare a lesson plan.</i></p> <p><i>History:</i>  <i>The lesson seeks to introduce student teachers to some of the contending debates about the approaches that were proposed to guide Ghana’s industrialisation efforts.</i></p> <p><i>Social studies:</i>  <i>This lesson focuses on techniques of assessing application of knowledge and attitudes and values. It discusses how to plan for sound assessment and criteria for designing appropriate assessment items in Social Studies</i></p> <p><i>RME:</i>  <i>This is the second of a two part lesson on selected RME concepts. Student-teachers will be given opportunity in this lesson to practice and present on how to teach these concepts using role play/educational drama.</i></p> <p>1.7 Guide tutors to come out with the lesson 4 learning outcomes for each course to discuss them in relation to the corresponding learning indicators</p>	
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	<p><i>Examples of Los and Lis:</i></p> <p><i>Geography</i></p> <p><i>LOs</i></p> <p><i>Demonstrate understanding of how to prepare a lesson plan for teaching geography</i></p> <p><i>LIs</i></p> <p><i>Develop a lesson plan for teaching geography (Cross cutting issues, SEN, Authentic Assessments modes etc</i></p> <p><i>History:</i></p> <p><i>LOs</i></p> <p><i>Demonstrate understanding of the debates about which approach was considered ideal for Ghana’s industrialization drive.</i></p> <p><i>LIs</i></p> <p><i>Discuss the debates about the contending approaches that were proposed to guide Ghana’s industrialisation drive in the 1950s and 1960s</i></p> <p><i>Social Studies:</i></p> <p><i>LOs</i></p> <p><i>Apply knowledge and understanding of assessment to design different assessment techniques for the assessment of different learning outcomes in Social Studies.</i></p> <p><i>LIs</i></p> <p><i>Apply techniques of assessment that help to address diversity in their interaction with learners of diverse backgrounds</i></p> <p><i>RME:</i></p> <p><i>LOs</i></p> <p><i>Demonstrate skills in teaching RME concepts</i></p> <p><i>LIs</i></p> <p><i>Dramatize/role play a lesson on the concepts of work, money, time and leisure</i></p>	
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	<p>1.8 Refer to lesson 4 in your course manual to identify the distinctive features of your lesson.</p> <p>Distinctive features: Examples:</p> <p><i>Geography:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Nature and Components of Geography Lesson Plans</i></li> <li>✓ <i>Relevance of lesson Plans</i></li> <li>✓ <i>Development of Lesson Plans for Teaching Geography</i></li> </ul> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Introduction The Debate about Ghana's Industrial Development</i></li> <li>✓ <i>The Volta River Hydro-electric Project</i></li> <li>✓ <i>Ghana's Economic development</i></li> </ul> <p><i>Social studies:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Review of Previous Lesson</i></li> <li>✓ <i>Lesson Introduction</i></li> <li>✓ <i>Processes that are Adopted in Assessing an Inclusive Classroom</i></li> </ul> <p><i>RM :</i></p> <ul style="list-style-type: none"> <li>✓ <i>Introduction to the concepts of money, time and leisure</i></li> <li>✓ <i>Presentations by student-teachers</i></li> </ul> <p>1.9 Brainstorm in your subject groups to bring out any aspect of lesson 4 that need clarification for further discussion by the larger group</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to</li> </ul>	<p>2.1 Shower thought to bring out the possible concepts that are to be developed or learned in your lesson 4</p> <p>Examples of concepts:</p> <p><i>Geography (Bio):</i></p> <ul style="list-style-type: none"> <li><i>Curriculum</i></li> <li><i>Teaching</i></li> <li><i>Lesson plan</i></li> <li><i>Relevance of lesson plan</i></li> <li><i>Basic school curriculum</i></li> </ul> <p><i>History:</i></p> <ul style="list-style-type: none"> <li><i>Development</i></li> </ul>	<p><b>30 mins</b></p>

<p>be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>Economic development economic policies, entrepreneurial, hydro-electric project industrialization</i></p> <p><i>Social Studies: Assessment</i>  <i>-Assessment design</i>  <i>-Assessment technique</i></p> <p><i>RM :</i>  <i>The concepts of Work, Money, Time, and Leisure</i></p> <p>2.2 Shower thought in your respective subject areas on the possible barriers to student-teachers in learning lesson 2 in the various courses</p> <p>Examples of possible barriers to learning:</p> <p><i>Geography:</i>  <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face</i></p> <p><i>History:</i>  <i>The political persuasion of both tutors and students and partisanship</i></p> <p><i>Social studies:</i>  <i>Misconceptions about Social Studies and the orientation of Tutors/Lecturers and heads of the CoEs</i></p> <p><i>RME:</i>  <i>Student teachers might trivialize the need to learn about the concepts. Tutor should emphasize the values in teaching these concepts to JHS students</i></p> <p>2.3 Brainstorm in their subject based groups to suggest effective ways these barriers could be managed to promote effective teaching and learning</p>	
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	<p><i>Example:</i>  <i>The use of resource persons (older persons who experienced and participated in the national economy during the period) to explain to student teachers some of the policies and why they were developed</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research,</li> </ul> </li> </ul>	<p>3.1 Refer to your course manual and read the teaching and learning activities outlined in lesson 4 for discussion in your subject groups</p> <p>Examples of teaching learning activities/strategies</p> <p><i>Geography:</i>  <i>Tutor introduces the lesson to the student –teachers by presenting teaching slides on lesson plan preparation</i></p> <p><i>Tutor assist student-teachers to develop forecast and lesson plan for teaching geography</i></p> <p><i>interactive strategies: Shower thoughts, brainstorming, think-pair-share, smaller group discussion could be used</i></p> <p><i>History:</i>  <i>Tutor guides student teachers to discuss the contrasting views that emerged in the 1950s about which approach was best to lead to Ghana’s industrialisation.</i></p> <p><i>Social studies:</i>  <i>Tutor guides students through whole class discussion to identify the variety of learners they are likely to meet in their classrooms. E.g., male/female students, students with different learning abilities, etc</i></p> <p><i>RME:</i>  <i>Through question and answer, tutor reviews the previous presentation by the first group and sets expectations for the remaining presentations and invite other groups to present on their topics.</i></p>	<p><b>40 mins</b></p>

<p>questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.2 Discuss in your subject based groups to identify areas and activities that need clarifications and share them for the larger group to discuss.</p> <p><i>Eg.</i></p> <ul style="list-style-type: none"> <li>✓ <i>How to integrate ICT tools and GESI issues in the lesson preparation and delivery.</i></li> <li>✓ <i>How to assist student teachers to apply the teaching- learning activities and resources during the STS and also in teaching the basic school curriculum.</i></li> </ul> <p>3.3 Shower thought on how to assist the student teachers to appreciate the concepts and teaching and learning activities and strategies in your course to be able to apply them during their STS visits and also be able to use them in teaching the basic school curriculum of the various subject areas</p> <p><i>Example:</i> <i>Using peer teaching practices in classroom during teaching for student-teachers to demonstrate how to use the activities and strategies in teaching</i></p> <p>3.4 Brainstorm how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the basic school curriculum in the various subject areas</p> <p><i>Example:</i> <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21st century skills</i></p> <p><i>Examples of GESI</i></p> <ul style="list-style-type: none"> <li>✓ <i>In using small group discussions, each groups should have both males and females adequately represented,</i></li> <li>✓ <i>Use mixed ability groupings to ensure inclusiveness and active participation of all people irrespective of their learning and physical abilities.</i></li> <li>✓ <i>Leadership roles should be assigned to both males and females as well as people with disabilities</i></li> </ul>	
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	<p>✓ <i>Tutors and student teachers should identify people with special needs and assist them appropriately in terms of materials, seating position in class, encouragement etc</i></p> <p><i>ICT:</i></p> <p>✓ <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i></p> <p>✓ <i>Student-teacher to be assisted to do group presentation using power point.</i></p> <p><i>21st century skills shall be developed through the activities student-teachers engage in:</i></p> <p><i>Examples:</i>  <i>The use of smart phones to search for information and power point presentation will develop student teachers</i></p> <p><i>i. Digital literacy skills</i></p> <p><i>ii. Innovation and creativity skill</i></p> <p><i>Group activities and presentations help develop</i></p> <p><i>iii. Leadership and collaborative skills</i></p> <p><i>iv. Communication skills</i></p> <p><i>Questioning and answering method develops</i></p> <p><i>v. Critical thinking and problem-solving skill</i></p> <p>3.5 Refer to your course manual to read and discuss the assessment opportunities in the lesson 4 of your course. These assessments items should be in line with the NTEAP.</p> <p><i>Examples:</i>  <i>Geography:</i></p> <ul style="list-style-type: none"> <li>• <i>Student – Teachers discuss the components of a geography lesson plan</i></li> <li>• <i>Student – Teachers develop their own geography lesson plans</i></li> </ul> <p><i>Addresses CLO1, 4 NTS 2c</i></p> <p><i>History:</i>  <i>Write a critique of the Ten-year development plan that was implemented in Ghana between 1951 and 1961. (Take home assignment)</i></p>	
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	<p><i>Social Studies:</i>  <i>Differentiated task group assignment</i>  <i>Student-teachers debate on the resource persons speech or delivery for further discussion</i></p> <p><i>RME</i>  <i>Student teacher's role play/drama will be assessed</i></p> <p>3.6 Shower thought to identify teaching learning resources that will assist in the effective delivery of the lesson 4 in your course area.</p> <p><i>Examples:</i>  <i>Geography:</i>  <i>Course manual</i>  <i>Basic school curriculum</i>  <i>Audio visual equipment and Video clip, projectors, A4 sheets etc.</i></p> <p><i>History:</i>  <i>(Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, videotapes, Speeches, Photographs, Artefacts), computers/ laptops, Smart phones LCD projector/screen</i></p> <p><i>Social studies:</i>  <i>A Resource Person, Cell phones, manila cards, projector, laptop</i></p> <p><i>RME:</i>  <i>JHS RME Curriculum, computers, projectors, notebook, pens, markers etc</i></p> <p><i>Note: All teaching and learning materials must be GESI responsive;</i></p> <ol style="list-style-type: none"> <li><i>i. They should be adequate for all persons to have access</i></li> <li><i>ii. videos, photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</i></li> </ol>	
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<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 In your subject groups, recap the key ideas learned in today’s PD session taking into consideration; the teaching and learning activities, resources needed for the lesson, GESI and ICT integration etc</p> <p>4.2 A volunteer from each group should give a recap on your assigned part of the session.</p> <p>4.3 Ask questions for clarification if you still have issues unresolved</p> <p>4.4 Identify a critical friend each to observe your lesson and give feedback in the next PD session</p> <p>NOTE: Study lesson 5 and gather necessary resources in readiness for the next PD session (session 5)</p>	<p><b>15 mins</b></p>
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## Tutor PD Session for Lesson 5 in the Course Manual

**SUBJECT: SOCIAL STUDIES**

**COURSE:** Assessments and Techniques  
**LESSON:** Planning for Sound Assessment in Social Studies

**SUBJECT: RME**

**COURSE:** RME and Pedagogies  
**LESSON:** Moral Teachings I

**SUBJECT: HISTORY**

**COURSE:** Economic History of Ghana  
**LESSON:** Economic Planning in Ghana (I): 1951- 66

**SUBJECT: GEOGRAPHY**

**COURSE:** Geography Curriculum  
**LESSON:** Teaching and Learning Resources in Geography I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.1 In your various subject groups, reflect on the lesson four PD session and share your experiences with members.</p> <p>1.2 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.3 A volunteer who observed a colleague’s lesson four should share the experience for a short discussion.</p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.4 In groups, engage in silent reading of the introductory part of lesson five of your course, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p>e.g. Lesson Description – Geography: <i>Lesson five of Teaching and Learning Resources in Geography expands student-teachers understanding on the use of audio, visuals, and audio-visual as teaching and learning resources in Geography.</i></p> <p>Lesson Description – History: <i>Lesson five seeks to expose student teachers to the nature and pattern of domestic economic planning in Ghana from 1950s to 1960s.</i></p> <p>Lesson Description – RME: <i>Lesson five is the first of 3 lessons on moral teachings in the three religions. In this lesson, student teachers learn about selected Christian moral teachings and how to teach them in RME.</i></p> <p>Lesson Description – Social Studies: <i>This lesson focuses on techniques of assessing application of knowledge and attitudes and values. It discusses how to plan for sound assessment and criteria for designing appropriate assessment items in Social Studies.</i></p> <p>1.5 Review the prior knowledge of the student teachers.</p> <p>e.g.</p> <p>History: <i>Economic Planning in Ghana (I): 1951- 66: Student teachers have prior knowledge of the economic history of Ghana from earliest times to the end of the colonial period.</i></p> <p>RME: <i>Moral Teachings I: Student teachers possess a general understanding of these concepts and use them in their daily conversations.</i></p> <p>Geography: <i>Teaching and Learning Resources in Geography I: Student-teachers have taken courses in geography and pedagogy in the first and second year and</i></p>	
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	<p><i>must be familiar with some of the concepts discussed here.</i></p> <p>Social Studies: <i>Planning for Sound Assessment in Social Studies:</i>  <i>Student-teachers are familiar with some concepts in assessment of Social Studies.</i></p> <p>Examples of LOs:  History:  <i>Demonstrate understanding of the planning which was considered ideal for Ghana’s economic development drive.</i></p> <p>Geography:  <i>Demonstrate deeper understanding of nature of audio, visuals, and audio-visual as teaching and learning resources in Geography.</i></p> <p>Social Studies:  <i>Appreciate the use of various assessment techniques in the assessment of different learning domain.</i></p> <p>RME:  <i>Demonstrate knowledge of moral teachings from the Christian Perspective</i></p> <p>1.6 Identify and discuss in your groups, the distinctive features of lesson five of each course.</p> <p>Examples:  Distinctive features of lesson  Geography:  <i>i. Nature of audio, visuals, and audio-visual as teaching and learning resources in Geography</i>  <i>ii. Development of audio, visual, and audio-visual resources for teaching Geography</i></p> <p>History:  <i>i. Economic Planning: Nkrumah’s development plan 1952-1954.</i>  <i>ii. The seven-year development plan 1963-70</i></p> <p>Social Studies:  <i>i. Effective ways of Planning for Sound Assessment in Social Studies</i></p>	
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	<p>ii. <i>General Criteria for Designing Appropriate assessment items</i></p> <p>RME:</p> <p>i. <i>Selected Christian Teachings</i></p> <p>ii. <i>Reflection</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Brainstorm for the likely new learning that student teachers are likely to derive from lesson five in your course.</p> <p>CONCEPTS</p> <p>Examples:</p> <p>Geography: Audio visuals, Audios, visuals, resources, teaching resources</p> <p>History: <i>Economic Planning, development plan, The Seven-Year Development Plan</i></p> <p>RME: <i>Moral teaching, Christian teaching, Religious teaching</i></p> <p>Social Studies: <i>Assessment of learning, Assessment as learning</i> <i>Assessment for learning</i></p> <p>2.2 In your subject areas identify the possible barriers to the teaching and learning of lesson five in of your course.</p> <p>Examples:</p> <p>Geography: <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></p> <p>History: <i>The student-teachers may have difficulty differentiating between development plans and development policies.</i></p>	<p><b>15 mins</b></p>

	<p>Social Studies: <i>Misconceptions about Social Studies and the orientation of Tutors/Lecturers and heads of the CoEs</i></p> <p>RME: <i>Student teachers might consider these teachings too common to pay serious attention to them.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for</li> </ul>	<p>3.1 Read your course manual in your subject groups and discuss the teaching and learning activities in lesson five and how you can use them in the lesson delivery as well as assist student teachers in teaching the Basic School Curriculum.</p> <p>examples:</p> <p><i>History:</i> <i>Using discussion approach tutor guides student teachers to examine the details of Nkrumah’s seven-year development plan.</i></p> <p><i>Geography:</i> <i>Tutor present lecture slides on how to develop audio, visuals, and audio-visual as teaching and learning resources for Geography</i></p> <p><i>RME:</i> <i>Tutor directs student teachers to connect online and watch videos of selected Christian teachings. Examples of such videos may be found at the instructional resources section.</i></p> <p><i>Social Studies:</i> <i>Tutor guides student teachers to in groups take up different tasks on appropriate assessment items for specific assessment forms/types (NOTE: The forms/type of assessment to be considered here include: assessment of learning, assessment as learning and assessment for learning).</i></p> <p>3.2 In your subject areas, read over the teaching and learning activities provided in lesson five of each of the courses and identify possible areas you may need clarification.</p>	<p><b>40 mins</b></p>

<p>example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability;</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.3 In groups, discuss how to assist student teachers to be able to use these teaching and learning activities during their STS and in teaching the Common Core Curriculum.</p> <p>3.4 Examine the teaching and learning activities in lesson five and explain how you integrate issues of GESI, ICT and the 21st Century Skills.</p> <p>Examples:</p> <p>GESI:</p> <ul style="list-style-type: none"> <li>✓ <i>Assign leadership roles to males and females in groups.</i></li> <li>✓ <i>Making use of gender-neutral language E.g. Chairperson instead of chairman</i></li> <li>✓ <i>Avoid gender stereotyping</i></li> <li>✓ <i>Using mixed-ability grouping</i></li> <li>✓ <i>Paying special attention to student teachers with SEN.</i></li> </ul> <p>ICT:</p> <ul style="list-style-type: none"> <li>✓ <i>Assist student teachers to do presentations using PowerPoint. Assist students to Google search, using their smart phones, etc.</i></li> </ul> <p>21st Century Skills:</p> <ul style="list-style-type: none"> <li>✓ <i>Digital literacy skills</i></li> <li>✓ <i>Communication and Collaboration skills</i></li> <li>✓ <i>Leadership and personal development</i></li> <li>✓ <i>Critical thinking and problem-solving skills</i></li> <li>✓ <i>Innovation and creativity</i></li> </ul> <p>3.5 In your subject area groups, identify and discuss the continuous assessment opportunities in lesson five of your course.</p> <p>Examples</p> <p>Geography:</p> <ul style="list-style-type: none"> <li>✓ <i>Student teachers discuss the nature of audio, visuals, and audio-visual as teaching and learning resources in Geography.</i></li> <li>✓ <i>Assessment of learning: Student teachers develop their own audio, visual, and audio-visual for teaching and learning in Geography; Addresses CLO1, 4 NTS 2c.</i></li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>✓ <i>Write a critique of the development plans in Ghana between 1951 and 1967.</i></li> </ul>	
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	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>✓ <i>Self-assessment at various stages of the lesson</i></li> <li>✓ <i>The use of observation scales and award marks to groups during discussion/presentations</i></li> </ul> <p>RME:</p> <ul style="list-style-type: none"> <li>✓ <i>Reflective Essays: Student teachers' reflective essays will be scored; Addresses LO 1,2&amp;4 NTS addressed: e.g. Critically and collectively reflects to improve teaching and learning.</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson five in respect of each course.</p> <p>Examples:</p> <p>History:</p> <ul style="list-style-type: none"> <li>✓ <i>Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts, computers/laptops, Smart phones LCD projector/screen</i></li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>✓ <i>Course manual Basic school curriculum Audio visual equipment and Video clips. smartphones</i></li> </ul> <p>RME:</p> <ul style="list-style-type: none"> <li>✓ <i>Course Outline Book (Courtesy for Boys and Girls), smartphones</i></li> </ul> <p>Social Studies</p> <p><i>Laptop, Projector, YouTube, smartphones</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> </ul>	<p>4.1 Write down the main themes discussed in the lesson 5 PD session.</p> <p>4.2 Individually, write down what you have learned in the PD session and share with your colleagues.</p>	<p><b>15 mins</b></p>

<p>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.3 Identify a critical friend to observe your lesson five and give feedback to you.</p> <p>4.4 Do you still have some issues from lesson 5 PD session that need further clarification?</p> <p>NOTE: Read lesson six in preparation for the next PD session.</p>	
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## Tutor PD Session for Lesson 6 in the Course Manual

### Social Studies

Course: Assessment and Techniques  
 Lesson title: Designing Appropriate Social Studies Assessment Items

### RME

Course: RME and Pedagogies  
 Lesson title: Moral Teachings III

### History

Course: Economic History of Ghana  
 Lesson title: Economic Planning in Ghana (II): 1966-1983

### Geography

Course: Geography Curriculum and Pedagogy  
 Lesson title: Teaching and Learning Resources in Geography II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including</li> </ul>	<p>1.1 Share your experiences on the previous lesson relating to the strengths and weaknesses faced during the implementation of lesson five in the classroom.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li><i>i. Were the suggested instructional techniques suitable to be applied in the classroom situation?</i></li> <li><i>ii. Was there any issue in integrating ICT tools, GESI, etc. in the classroom situation?</i></li> </ul>	<b>20 mins</b>

<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Discuss the prior knowledge of student teachers in lesson six.</p> <p><i>For example:</i></p> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers have experienced these moral teachings before and have an appreciation of what is right and wrong in line with the moral standards of their societies.</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Student-teachers have taken courses in geography and pedagogy in the first and second year and must be familiar with some of the concepts discussed here.</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers are familiar with the concepts: assessment, measurement and evaluation.</i></li> </ul> <p><i>History</i></p> <p><i>Student teachers have prior knowledge of the economic history of Ghana from earliest times to the end of the colonial period.</i></p> <p>1.3 Sit in groups based on your subject domains, i.e. Geography, History, Social studies and RME.</p> <p>1.4 Two volunteer critical friends who observed lesson 5 should give us brief reports</p> <p>1.5 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.6 In your subject groups, read and discuss the introductory part of lesson six of your course through to the learning outcomes and the indicators.</p> <p><i>For example</i></p> <p><i>Lesson description</i></p> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>This lesson which is the final part of moral teachings in the three religions, introduces</i></li> </ul>	
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	<p><i>student teachers to selected Traditional moral teachings and how to teach them in RME.</i></p> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li><i>• The lesson will expand student-teachers understanding on the use of community resources and Geography room as teaching and learning resources in Geography using verbal exposition, demonstration and discussion methods etc.</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li><i>• The lesson discusses the criteria for designing items for formative and summative assessment and how to construct appropriate items for assessment of, as and for learning.</i></li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li><i>• This lesson seeks to expose student teachers to the nature and patterns of domestic economic planning in Ghana from the 1960 to 1983.</i></li> </ul> <p><i>Examples of LOs</i></p> <p><i>RME:</i></p> <ul style="list-style-type: none"> <li><i>• Secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in (2c).</i></li> </ul> <p><i>Examples of LI:</i></p> <ul style="list-style-type: none"> <li><i>• Explain traditional religious thought on respect and honesty.</i></li> </ul> <p><i>Geography</i></p> <p><i>Teaching and Learning Resources in Geography II</i></p> <ul style="list-style-type: none"> <li><i>• Demonstrate deeper understanding of nature of community resources, Geography/GIS room, and physical geography laboratory as teaching and learning resources.</i></li> </ul> <p><i>Example of LI:</i></p> <ul style="list-style-type: none"> <li><i>• Describe community resources, Geography room/GIS room, and physical geography laboratory as teaching and learning resources in Geography.</i></li> </ul>	
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	<p><i>Social Studies:</i>  <i>Designing Appropriate Social Studies Assessment Items.</i></p> <ul style="list-style-type: none"> <li>• <i>Appreciate the use of various assessment techniques in the assessment of different learning domains.</i></li> </ul> <p><i>Example of LI:</i></p> <ul style="list-style-type: none"> <li>• <i>Evaluate the appropriateness of each assessment techniques in assessing different learning outcomes in Social Studies.</i></li> </ul> <p><i>History:</i>  <i>Economic planning in Ghana (II)</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate understanding of the planning which was considered ideal for Ghana’s economic development drive.</i></li> </ul> <p><i>Example of LI:</i></p> <ul style="list-style-type: none"> <li>• <i>Discuss the economic plans and the strategies that were adopted to develop Ghana’s economy.</i></li> </ul> <p>1.7 In your subject domains, shower thought to identify the distinctive features of lesson six of each course from the manual.</p> <p><i>Examples of distinctive features of lesson six of each cause manual.</i></p> <p>RME:</p> <ol style="list-style-type: none"> <li>Truthfulness and Honesty</li> <li>Respect, especially for the elderly</li> <li>Patriotism</li> <li>Humility and Obedience.</li> </ol> <p><i>Geography:</i></p> <ol style="list-style-type: none"> <li><i>Nature of community resources, Geography/GIS room, and physical geography laboratory as teaching and learning resources.</i></li> <li><i>Development of community resources and Geography room for teaching Geography.</i></li> </ol>	
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	<p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>• <i>Criteria for designing appropriate assessment items.</i></li> </ul> <p><i>History:</i></p> <ol style="list-style-type: none"> <li><i>The NLC development plan: 1968/69-1969/70</i></li> <li><i>The Busia development plan: 1970- 1971</i></li> </ol> <p><i>Pre-ERP economic strategies: 1979-83</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 In your subject groupings, shower thought for the possible new learning that the student-teachers will derive from lesson six in your course.</p> <p><i>New learning/Unfamiliar Concepts. Examples:</i></p> <p><i>RME</i></p> <p><i>Moral teachings III - Lesson six:</i></p> <ol style="list-style-type: none"> <li><i>Truthfulness and Honesty</i></li> <li><i>Patriotism</i></li> <li><i>Communalism.</i></li> <li><i>Perseverance etc.</i></li> </ol> <p><i>Geography:</i></p> <p><i>Teaching and learning resources in Geography II- Lesson six:</i></p> <ol style="list-style-type: none"> <li><i>Community resources</i></li> <li><i>Geography/GIS room</i></li> <li><i>Physical geography laboratory.</i></li> </ol> <p><i>Social Studies:</i></p> <p><i>Designing appropriate Social Studies assessment items-Lesson six:</i></p> <ol style="list-style-type: none"> <li><i>Assessment as</i></li> <li><i>Assessment for learning.</i></li> </ol> <p><i>History:</i></p> <p><i>Economic Planning in Ghana (II) – Lesson six:</i></p> <ol style="list-style-type: none"> <li><i>Economic planning</i></li> <li><i>Colonialism</i></li> <li><i>Economic developments.</i></li> </ol>	<p><b>15 mins</b></p>

	<p>2.1 In your groups, brainstorm for the possible barriers to the teaching and learning of lesson six in your course from the manual.</p> <p><i>Examples of possible barriers of lesson six</i></p> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>i. Student teachers might not pay serious attention to the moral teachings because of their commonality in society.</li> <li>ii. Controversies over what constitute right or wrong.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>The dependence on the use of YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>Tutors' orientation and misconceptions about what assessment entails and student teachers own past experiences about assessment.</i></li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers are likely to have mixed feelings as to what planning should be considered ideal for Ghana's economic development drive since they already discussed economic planning (I).</i></li> </ul> <p>2.3 In your subject groups shower thought for how to overcome these potential barriers for teaching and learning to be effective.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• <i>Make effective use of group discussions for student-teachers to learn best practices from one another</i></li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the</li> </ul>	<p>3.1 Refer to your course manual to read and discuss the teaching and learning activities of your course area and how they could be appropriately applied in teaching the Basic School Curriculum.</p>	<p><b>40 mins</b></p>

<p>teaching and learning activities</p> <ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills.</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning.</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point</li> </ul> </li> </ul>	<p><i>Examples of teaching and learning activities:</i></p> <p><i>RME</i></p> <ul style="list-style-type: none"> <li><i>i.</i> Tutor divides student teachers into mixed ability groups and tasks them to identify art forms that exhibit each of the assigned topics.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li><i>i.</i> Tutor introduces the lesson to the student – teachers by explaining the characteristics of community resources, Geography/GIS room, and physical geography laboratory as teaching and learning resources.</li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li><i>i.</i> Tutor guides student-teachers to form small groups and share their findings on the independent reading task they were given, then come out with a composite work as a group and do presentation.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li><i>i.</i> Using discussion approach tutor guide student teachers to examine the NLC two-year development plan highlighting its strength and weakness for economic development.</li> </ul> <p>3.2 Read over the teaching and learning activities provided in your course manual to identify possible areas that may need clarification for discussion.</p> <p>3.3 In your sub-groups discuss how you can help student teachers to be able to use some of the teaching and learning activities in your course manual during their STS and in teaching the Basic School Curriculum.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• <i>During teaching, assist student teachers to plan and do peer teaching to demonstrate how to apply some of the teaching strategies when they go out for STS and real teaching situations</i></li> </ul> <p>3.4 In your various subject groups, examine the teaching and learning activities suggested in the</p>	
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<p>presentations, TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>course manuals and explain how ICT, GESI, and the 21st Century Skills can be integrated in your lesson.</p> <p><i>Examples (GESI)</i></p> <ol style="list-style-type: none"> <li><i>Using mixed-ability grouping</i></li> <li><i>Giving special notice to student with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></li> <li><i>Making use of gender-neutral language Eg. Chairperson instead of chairman</i></li> <li><i>Sharing leadership roles to males and females in groups.</i></li> </ol> <p><i>Examples (ICT)</i></p> <ul style="list-style-type: none"> <li>• <i>Help student teachers to do presentations using PowerPoint, smart phones, etc.</i></li> </ul> <p><i>21st Century Skills to be developed in student teachers engaging in the teaching and learning activities in respect course manual.</i></p> <ol style="list-style-type: none"> <li><i>Digital literacy, skills through the use of their smart phones and power point presentation</i></li> <li><i>Innovation and creativity</i></li> </ol> <p>Group discussions and presentations will lead to:</p> <ol style="list-style-type: none"> <li><i>Communication and Collaboration skills</i></li> <li><i>Leadership and personal development</i></li> <li><i>Critical thinking and problem-solving skills</i></li> </ol> <p>3.5 In your subject groups, identify and discuss the continuous assessment opportunities in lesson six of your course</p> <p><i>Examples of assessment opportunities:</i></p> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers' participation and oral presentation shall be assessed</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers develop their own community resources for teaching and learning in Geography.</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>Take-home assignment on core values to discuss in class (LO2).</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>Self-assessment at various stages of the lesson (LO 1, 2 &amp;3).</i></li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• <i>Using mind maps compare the various economic plans and strategies for economic development from the 1950s 1983.</i></li> </ul> <p>3.6 In your subject groups shower thought for relevant teaching and learning resources that can be used to teach lesson six in your respective subject from the course manual.</p> <p><i>Examples of teaching and learning resources:</i></p> <p><i>Geography:</i>  <i>Course manual, Basic school curriculum, Audio visual equipment/multi-sensory resources (computers/ laptops, Smart phones LCD projector/screen,</i></p> <p><i>Social studies:</i>  <i>Resource Person, Video clips, journal articles, Diaries, Photographs, projectors, laptops etc.</i></p> <p><i>History:</i>  <i>Books, Book chapters, journal articles, Paintings, Media reports, Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artefacts), computers/ laptops, Smart phones LCD projector/screen.</i></p> <p><i>RME:</i>  <i>Smart phones, audio-video equipment, laptops, projectors etc.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Jot down what you have learned in this PD session and share with your colleagues.</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback to you and also report at the next PD session</p> <p>4.3 Do you still have some challenges that need further clarification?</p> <p>NOTE: Read lesson seven for the next PD session.</p>	<p><b>15 mins</b></p>

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

Subject: Social Studies  
 Course: Assessments and techniques  
 Lesson Topic: Ensuring Validity and Reliability of Social Studies Items

Subject: RME  
 Course: RME and Pedagogies  
 Lesson Topic: Reward and Punishment I

Subject: History  
 Course: Economic History of Ghana  
 Lesson Topic: Ghana's Economic Decline and the Challenge of IMF Compliance, 1957 – 1981

Subject: Geography  
 Course: Geography Curriculum  
 Lesson Topic: Teaching and Learning Resources in Geography III

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the Introductory sections of the lesson up to and including</li> </ul>	1.1 Reflect on lesson 6 of your previous PD session and state how you used the available resources and ICT tools in your lessons.  1.2 State the successes and challenges of using the available resources and ICT tool(s) in their previous lesson(s).  1.3 Share your findings and lessons learned from teaching lesson 6 with the larger group.	<b>20 mins</b>

<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.4 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.5 Refer to the course manual of your course and read out the Learning Outcomes (LOs) and Learning indicators (LIs) of lesson 7.</p> <p><i>Examples of Learning Outcomes and LIs</i> <i>RME</i> <i>LO: Demonstrate knowledge of the concepts of reward and punishment.</i></p> <p><i>LI: Explain the concepts of reward and punishment in your own words</i></p> <p><i>Social Studies</i> <i>LO: Appreciate the use of various assessment techniques in the assessment of different learning domains</i></p> <p><i>LI: Explain how to ensure validity of assessment items in Social Studies</i></p> <p><i>Geography</i> <i>LO: Demonstrate deeper understanding of the criteria for selecting teaching and learning resources in Geography.</i></p> <p><i>LI: Describe the criteria for selecting teaching and learning resources in Geography.</i></p> <p><i>History</i> <i>LO: Demonstrate understanding of Ghana’s evolving political economy and the role of the IMF.</i></p> <p><i>LI: Examine Ghana’s evolving political economy.</i></p> <p>1.1 Refer to the course manual of your course to identify the distinctive features of lesson 7.</p> <p><i>Examples</i> <i>Social Studies</i> <i>The Concept of Validity, Aspects of Modern Validity Strands.</i></p>	
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	<p><i>History</i> <i>The Historical Pattern of Ghana’s Economic Challenges, 1957 – 1981.</i></p> <p><i>RME</i> <i>The concept of Rewards and Punishment</i></p> <p><i>Geography</i> <i>Criteria for selecting teaching and learning resources in Geography.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify and discuss the key concepts of lesson 7 of your course.</p> <p><i>Example</i> <i>Social Studies</i> <i>Validity, Reliability, assessment instrument</i></p> <p><i>RME</i> <i>Reward, Punishment, digital resources</i></p> <p><i>Geography</i> <i>Resources, Teaching and Learning Resources</i></p> <p><i>History</i> <i>Economic Decline, IMF, Economy, political elites</i></p> <p>2.2 Discuss the potential barriers to the teaching and learning of lesson 7 of your course.</p> <p><i>Examples:</i> <i>RME</i> <i>Student teachers' familiarity with rewards and punishment could affect the seriousness with which they might approach learning about the concepts.</i></p> <p><i>History</i> <i>History</i> <i>Student teachers' affiliation to political parties may cause biases and can affect their objectivity in discussion of major themes.</i></p> <p><i>Geography</i> <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face</i> <i>Power fluctuation during presentation</i></p>	<p><b>15 mins</b></p>

	<p><i>Social Studies</i>  <i>Erratic power supply in the course of PowerPoint presentation.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material:</li> </ul> </li> </ul>	<p>3.1 List and discuss how you will use the teaching and learning activities to teach lesson 7 of your course.</p> <p><i>For example</i>  <i>Geography:</i>  <i>Discussion, brainstorming, question and answer PowerPoint presentation etc.</i>  <i>PowerPoint presentation: Tutor present lecture slides on the importance of teaching and learning resources in Geography.</i></p> <p><i>History</i>  <i>Discussion, lecture, think-pair-share, E-learning opportunities, Videos from YouTube etc.</i>  <i>Discussion: Tutor leads discussions on economic developments in Ghana from 1966 to 1981.</i></p> <p><i>Social Studies:</i>  <i>Shower thoughts, questioning and answering, tutor demonstration, whole class discussion, scaffolding etc.</i>  <i>Whole Class Discussion: Tutor guides student-teachers in whole class discussion to explain the concepts of validity.</i></p> <p><i>RME:</i>  <i>E-learning opportunities, debate, practicum etc.</i>  <i>E-learning: Tutor directs student teachers to do an internet search for the meaning of the concept “reward”</i></p> <p>3.2 identify teaching and learning activities from your course manual that may require further clarification.</p> <p><i>For example, E-learning opportunities – Videos from YouTube in history, shower thought in social studies, concept mapping in geography, E-learning opportunities in RME.</i></p> <p>3.3 Demonstrate how you can guide student teachers to use the activities to teach the basic school curriculum.</p>	<p><b>40 mins</b></p>

<p>literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>Example, using discussion to teach concepts using E-learning opportunities to search for information on the internet.</i></p> <p>3.4 Discuss how to guide student teachers to observe and use the teaching and learning activities during their STS.</p> <p><i>Example, how student teachers can document in their reflective journals the teaching and learning activities their mentors used during lesson delivery and practice them in peer teaching.</i></p> <p>3.5 Discuss how you can integrate GESI responsiveness, ICT and 21<sup>st</sup> C skills in your lesson.</p> <p><i>For example</i>  <i>GESI</i></p> <ul style="list-style-type: none"> <li><i>i. Make time for adequate Selection of teaching methodologies that will ensure equal participation of girls, boys and students with special needs.</i></li> <li><i>ii. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, pregnancy, peer pressure, among others.</i></li> <li><i>iii. Using GESI Responsive Teaching &amp; Learning Materials (TLMs)</i></li> <li><i>iv. Ensuring that Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment.</i></li> </ul> <p><i>21<sup>st</sup> Century Skills</i>  <i>Critical thinking skills, creativity and innovative skills, digital literacy skills, collaborative skills, communicative skills, team work etc.</i></p> <p><i>NB. These skills canl be enhanced by:</i></p> <ul style="list-style-type: none"> <li><i>i. student teachers working in groups to form debating teams.</i></li> <li><i>ii. student discussing contents of lessons</i></li> <li><i>iii. student-teachers making self-assessments</i></li> </ul>	
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	<p><i>iii. Using ICT tools to search for information online.</i></p> <p><i>ICT</i>  <i>ICT tools that can be used in teaching and learning: Projectors, desktop and laptops computers, digital cameras, Printer, tablets, Pen Drive, iPad, Scanners, Microphones, DVDs and CDs Flash discs, video Games, Mobil phones etc.</i></p> <p><i>Example, laptops computers can be used for PowerPoint presentation of lessons.</i></p> <p>3.6 Identify and discuss the continuous assessment opportunities of lesson 7 of your course.</p> <p><i>Example</i>  <i>Geography</i>  <i>Group Assignment: Student – Teachers discuss the criteria for selecting teaching and learning resources in Geography Assessment of learning</i></p> <p><i>RME</i>  <i>Practical Activity:</i>  <i>Student teachers participate in e-learning and discussion to appreciate rewards and punishment.</i></p> <p><i>Social studies</i>  <i>Quiz:</i>  <i>A 20 minutes quiz at the end of lesson 7 covering all the learning outcomes.</i></p> <p><i>History</i>  <i>Group presentation:</i>  <i>Student teachers do group presentation on the Historical Pattern of Ghana’s Economic Challenges, 1957 to 1981.</i></p> <p>2.6 Discuss the teaching and learning resources required for your lesson and how to use them in the teaching and learning process.</p> <p><i>For example</i>  <i>History</i>  <i>pictures, videos/documentary, archival documents laptops computers, projector, video/ audio player and camera, Videotapes, audio player, camera etc.</i></p>	
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	<p><i>e.g., The video/ audio player can be used to show documentaries on the Historical Pattern of Ghana's Economic Challenges, 1957 – 1981.</i></p> <p><i>RME</i>  <i>Smartphones, computers/ laptops</i>  <i>e.g., The smartphones can be used to search for information on rewards and punishments.</i></p> <p><i>Social studies</i>  <i>Audio-visual Equipment and Video clips, Resource Person, Cell phone, manila cards, laptop computer etc.</i>  <i>e.g., Audio-visual Equipment and Video clips can be used to discuss the aspects of modern validity.</i></p> <p><i>Geography</i>  <i>Basic school curriculum Audio visual equipment and Video clips, Flip Charts, laptops, LCD, projector etc.</i>  <i>e.g., Student teachers can use video clips to demonstrate deeper understanding of the criteria for selecting teaching and learning resources in Geography.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Identify a critical friend to observe your lesson and give feedback at the next PD session.</p> <p>4.2 Identify and address any outstanding issues relating your lesson for clarification.</p> <p><i>NB: Remind tutors to read lesson 8 before the next PD session.</i></p>	<p><b>15 mins</b></p>

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

### Social Studies:

Course: Assessment techniques in social studies  
 Lesson title: Reliability of Social Studies Assessment Items

### RME

Course: RME Pedagogies  
 Lesson title: Reward and Punishment II

### History

Course: Political history of Ghana  
 Lesson title: Ghana's economic trajectory from 1981-1992

### Geography

Course: Geography curriculum and pedagogies  
 Lesson title: Micro/Peer Teaching and Practicum I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to PD Session Eight</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	1.1 Reflect on PD session 7 with regards to the successes and challenges faced in the classroom. <ul style="list-style-type: none"> <li>• <i>For example, was there any difficulty with regards to the integration of ICT tools, SEN and GESI in your lesson delivery.</i></li> </ul> 1.2 Two volunteers of critical friends to give feedback on your observation of lesson 7 of tutors	<b>20 mins</b>

<p>outcomes and indicators</p>	<p>1.3 Sit in groups according to their subject areas. I.e History, Geography, Social studies and RME</p> <p>1.4 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.5 In your subject groups, read the introductory part of lesson 8 of your course, including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p>For example Lesson description History</p> <p><i>Lesson eight traces Ghana's economic development from 1983 to 1992. It pays attention to the role of foreign organisations like the world bank and the IMF in Ghana's economic trajectories and the implications on the political economy during the period.</i></p>	
<p>• <b>Overview of content and identification of any distinctive aspects of the lesson/s,</b> NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Geography Lesson eight introduces student-teachers to peer teaching and critique.</p> <p>Social Studies Lesson eight involves helping student-teachers to explain the concept of reliability in educational assessment, its limitations and how to improve the validity and reliability of assessment items in Social Studies.</p> <p>RME Lesson eight involves student teachers understanding of the concepts of rewards and punishment.</p> <p><i>Examples of LOs (Geography)</i> <i>Micro/Peer Teaching and Practicum I</i> LOs Familiarize with preparation for micro/peer teaching and critique.</p>	<p><b>15 mins</b></p>

<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Lls Describe the approaches for peer/micro teaching various topics during micro/peer teaching. Economic History of Ghana (History) LOs 1. Demonstrate understanding of Ghana's economic development from 1981-1992.</p> <p>Lls Examine Ghana's economic development trajectories between 1981 and 1992.</p> <p>Assessment and Techniques (Social Studies) LOs Appreciate the use of various assessment techniques in the assessment of different learning domains.</p> <p>Lls Explain how to ensure reliability of assessment items in Social Studies</p> <p>RME and Pedagogies LOs a. Demonstrate understanding of the concepts of rewards and punishment</p> <p>Lls Explain the concepts of reward and punishment</p> <p>1.6 Identify and discuss the distinctive features of lesson eight of your course from the course manual.</p> <p>Examples of distinctive features: <i>Geography</i></p> <p><i>i. Meaning of micro and peer teaching;</i> <i>ii. Preparation for peer and micro teaching,</i> <i>iii. Ways of critiquing peer and micro teaching.</i></p>	
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	<p><i>History</i></p> <p><i>i. Economic trajectory of Ghana from 1981-1996;</i></p> <p><i>ii. Critical steps taken for economic recovery between 1983 -1991;</i></p> <p><i>iii. Importance of SAP and PAMSCAD in the economic recovery of Ghana between 1983-1991.</i></p> <p><i>RME</i></p> <p><i>i. The meaning and implication of rewards;</i></p> <p><i>ii. The implications of punishment.</i></p> <p><i>Social Studies</i></p> <p><i>i. The Concept of Reliability;</i></p> <p><i>ii. . Meaning and Types of Reliability;</i></p> <p><i>iii. How to improving the Reliability of Assessment Items.</i></p> <p>2.1 In your subject groups, shower thought for the likely new learning that student teachers will derive from lesson eight in your course.</p> <p><i>For example, the concept of reliability of assessment items will be grasped by student teachers enhancing their lesson delivery.</i></p> <p>Examples of Concepts</p> <p><i>Geography:</i></p> <ul style="list-style-type: none"> <li>● <i>Micro teaching</i></li> <li>● <i>Peer teaching</i></li> <li>● <i>Practicum</i></li> </ul> <p><i>Social Studies:</i></p> <ul style="list-style-type: none"> <li>● <i>Forms of assessment;</i></li> <li>● <i>Techniques in teaching social studies</i></li> <li>● <i>Types and forms of reliability</i></li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>● Reading and discussion of the teaching and learning activities</li> </ul>	<p><i>History:</i></p> <ul style="list-style-type: none"> <li>● <i>Economic trajectory of Ghana from 1981-1992; ;</i></li> <li>● <i>SAP and PAMSCAD as some of the earlier economic recovery programmes in Ghana.</i></li> </ul> <p><i>RME:</i></p> <ul style="list-style-type: none"> <li>● <i>Rewards;</i></li> <li>● <i>Punishment</i></li> </ul>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point</li> </ul> </li> </ul>	<p>In your subject areas, Identify the possible barriers to the teaching and learning of lesson eight of your course.</p> <p>Examples:</p> <p>RME <i>Student teachers' familiarity with rewards and punishment could affect the seriousness with which they might approach learning about the concepts.</i></p> <p><i>Social Studies</i> <i>Student teachers previous experience with assessment might affect future assessment.</i></p> <p><i>Geography</i> <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face</i></p> <p><i>History</i> <i>Student teachers might find difficult to analyse the economic trajectory of Ghana from 1981 to 1992.</i></p> <p>3.1 Refer to your course manuals in your subject groups to read and discuss the teaching and learning activities of your course.</p> <p>Examples:</p> <p><i>Geography</i> <i>Use discussion to explain the approaches of micro/peer teaching in geography</i></p> <p><i>RME</i> <i>Tutor engages student teachers through drama to explain the concepts of rewards and punishment.</i></p> <p><i>History</i> <i>Tutor leads discussion on the key elements of SAP and how it was implemented in Ghana</i></p> <p><i>Social Studies</i> <i>Scaffolding</i> <i>Through the scaffolding technique tutor guides student teachers to discuss the following modern validity aspects:</i></p>	
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<p>presentations, TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Content</i></li> <li>2. <i>Substantiveness</i></li> <li>3. <i>Structure</i></li> <li>4. <i>Transferability and Generalizability</i></li> <li>5. <i>External Factors</i></li> <li>6. <i>Meaningfulness</i></li> <li>7. <i>Cognitive Complexity</i></li> <li>8. <i>Fairness</i></li> </ol> <p>3.2 In your subject areas, read over the teaching and learning activities provided in course manual and identify possible areas you may need clarification.</p> <p>3.3 Discuss how to assist student teachers to use the teaching and learning activities during their STS and in teaching the core curriculum.</p> <p>Example: student-teachers should be put in groups to plan a lesson using the Basic school curriculum and to teach their peers in class.</p> <p>3.4 Examine the teaching and learning activities in your course manual and explain how you can integrate issues of GESI, ICT and the 21st Century Skills in your lesson.</p> <p>Examples:</p> <p>GESI</p> <ul style="list-style-type: none"> <li>• <i>Assign leadership roles to males and females in groups.</i></li> <li>• <i>Making use of gender-neutral language and encouraging words to motivate all learners with divers needs e,g Chairperson instead of chairman</i></li> <li>• <i>Paying special attention to student teachers with disabilities. eg.</i></li> </ul> <p>SEN.</p> <p>ICT</p> <ul style="list-style-type: none"> <li>• <i>Assist student teachers to do presentations using PowerPoint. Phoenix, wiki search, using their, computers smart phones, etc.</i></li> </ul> <p>21st Century Skills</p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>Communication and Collaborative skills</i></li> <li>• <i>Leadership and personal development</i></li> <li>• <i>Critical thinking and problem-solving skills</i></li> <li>• <i>Innovation and creativity</i></li> </ul> <p><i>Note: These skills will be developed through the group activities and also using the ICT tools like their smart phones and power point presentation in class.</i></p> <p>3.5 In your subject area groups, identify and discuss the continuous assessment opportunities in lesson 8 of each course to make sure that they are aligned to the NTEAP</p> <p><i>Examples</i></p> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• <i>Group assignment</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers participate in panel discussions, debates in class.</i></li> <li>• <i>Power Point presentation and discussion of the types of assessment in social studies.</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers write down the four approaches of micro/peer teaching.</i></li> </ul> <p><i>RME</i></p> <p><i>Ask Student teachers to list the importance of rewards and punishment.</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson eight of your course.</p> <p><i>Examples</i></p> <p><i>Geography</i></p> <p>The ibox, Open courseware, Google books, OER commons, Oasis, YouTube, Bloomsbury Academic etc.</p> <p><i>Social Studies</i></p> <p>Google books, YouTube, Moocs</p>	
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	<p>RME Mobile phones, Overhead projectors, Laptops</p> <p>History Google books, YouTube, Bloomsbury</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Write down what you have learned in the PD session 8 and share with your colleagues through the radio presenters approach.</p> <p>4.2 Identify a critical friend to observe your lesson and give feedback to you.</p> <p>4.3 Do you still have some issues that need further clarification?</p> <p>Note lesson 9 for the next PD session.</p>	<b>15 mins</b>

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

Subject: **Social Studies**  
 Course: Assessments and techniques  
 Topic: Types/sources of assessment of Data

Subject: **RME**  
 Course: RME and Pedagogies  
 Topic: Decency and Substance Abuse

Subject: **History**  
 Course: Economic History of Ghana  
 Topic: Ghana's Economy in the first two decades of the Fourth Republic

Subject: **Geography**  
 Course: Geography Curriculum  
 Topic: Micro/peer Teaching and Practicum II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1.1 Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of</li> </ul>	<p>1.1 Share your experiences and thoughts on lesson 8 in the PD session taking into consideration the benefits and challenges you encountered in the classroom.</p> <p><i>Examples of anticipated challenges: use of ICT and its accessories, GESI, classroom size, school climate, school organisation etc</i></p> <p>1.2 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p>	<b>20 mins</b>

<p>any distinctive aspects of the lesson/s,  NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.  NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Refer to your course manual to read and discuss the lesson nine of your course including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>For example</i></p> <p><i>Lesson description</i></p> <p><i>History</i>  <i>This lesson seeks to examine Ghana's economic performance in a democratic environment from 1992 to 2008.</i></p> <p><i>Geography</i>  <i>The lesson introduces student-teachers to peer teaching, evaluation and reflections, using shower thought, individual/group presentation.</i></p> <p><i>Social Studies</i>  <i>This lesson is intended to equip student-teachers with knowledge of the theoretical basis of categorization of colors, issues of color context and harmony and the implications of these for teaching early grade learners.</i></p> <p><i>RME</i>  <i>Lesson focus on the concept of decency. Through interactive pedagogies, student teachers will be given an opportunity to learn about the concept of decency and how to teach it in RME.</i></p> <p>1.4 Discuss in their subject groups the student-teachers prior knowledge of the topic of lesson 9</p> <p>Examples of prior Knowledge</p> <p><i>History</i>  <i>Student teachers have prior knowledge of the economic development in Ghana since 1983 to 1991.</i></p> <p><i>Social Studies</i>  <i>Student teachers have knowledge on what assessment and data is in social studies.</i></p>	
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	<p><i>RME</i>  <i>Student teachers might have used the concept in their communication.</i></p> <p><i>Geography</i>  <i>Student-teachers have taken courses in geography and pedagogy in the first and second years and must be familiar with some of the concepts discussed here</i></p> <p><i>Examples of LOs (Geography)</i>  <i>Familiarize with evaluation of micro/peer teaching.</i></p> <p><i>Demonstrate knowledge of reflection on geography lesson.</i></p> <p><i>History</i>  <i>Exhibit understanding of political economy during the period of 1992 to 2000.</i></p> <p><i>RME</i>  <i>Demonstrate understanding of the concept of decency.</i>  <i>Show skills in creative writing to teach RME.</i></p> <p><i>Social Studies</i>  <i>Demonstrate knowledge and understanding of use of students Assessment Data.</i></p> <p>1.5 List the distinctive features of lesson nine of each course from the course manuals.</p> <p><i>Examples:</i>  <i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Peer teaching.</i></li> <li>• <i>Practicum.</i></li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• <i>Definition of HIPC</i></li> <li>• <i>The economy in the first two decades</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Decency</i></li> <li>• <i>Manners</i></li> <li>• <i>Substance Abuse</i></li> </ul>	
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	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>Assessment</i></li> <li>• <i>Sources of assessment data</i></li> </ul> <p>1.6 Brainstorm about how to guide student-teachers to be able to appreciate these concepts and teach them with the basic school curriculum</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Think-pair-share and come out with the likely new concepts from lesson nine of your course.</p> <p><i>Concepts</i>  <i>Geography</i>  <i>Co-teaching, micro teaching and methods of teaching.</i></p> <p><i>Social Studies</i>  <i>Assessment,</i>  <i>Shower thought</i>  <i>Whole class discussion</i></p> <p><i>History</i>  <i>Economy of Ghana</i>  <i>HIPC,</i>  <i>Economic indicators</i></p> <p><i>RME</i>  <i>Decency,</i>  <i>Manners,</i>  <i>Dressing,</i>  <i>Pedagogy</i></p> <p>2.2 Brainstorm to Identify the possible barriers you may encounter in the delivery of lesson nine.</p> <p><i>Potential Barriers</i>  <i>Social studies</i>  <i>Tutors may have challenges with the new standard-based assessment in the area of assessment ‘for’ ‘as’ and ‘of’.</i></p> <p><i>RME</i>  <i>Student-teachers might underestimate the importance of teaching such a concept in RME.</i></p>	<p><b>15 mins</b></p>

	<p><i>Geography</i>  <i>Too much reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></p> <p>History:  <i>Student teacher might get confused by the debates about the approaches to economic development</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action</li> </ul> </li> </ul>	<p>3.1 In your subject groups, refer to your course manual to read and discuss the teaching and learning activities you will use in delivering lesson nine.</p> <p>Examples:  Geography  Questions and Answers  Brainstorming</p> <p>RME  Through role play, tutor engages student teachers to appreciate appropriate greeting practices as well as dressing forms that are unacceptable in the Ghanaian cultural context.</p> <p>History  Discussion and lecture to explain the economy of Ghana or HIPC.</p> <p>Social Studies  Shower thought and group discussions to explain the sources of assessment data.</p> <p>3.2 Read over the teaching and learning activities in your course manuals and identify possible areas they may need clarification.</p> <p>3.3 Brainstorm on how to assist student teachers to appreciate the teaching and learning activities and how they can apply them during their STS and also to teach the Basic School Curriculum.</p> <p><i>Example:</i>  <i>The mentor takes the student teachers to a field trip on a topic to observe and discuss the essentials on the practicality of the topic.</i></p>	

<p>research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.4 Discuss the teaching and learning activities and explain how you will integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in their lessons.</p> <p><i>Examples:</i></p> <p><i>GESI</i></p> <ul style="list-style-type: none"> <li>● <i>Paying special attention to student teachers with disabilities (eg SEN)</i></li> <li>● <i>Paying attention to people with different learning preferences</i></li> <li>● <i>Delegate leadership roles to males, females and people with different forms of disabilities in groups.</i></li> <li>● <i>Making use of gender-neutral language and encouraging words to motivate all learners especially learners with special needs e.g., Chairperson instead of chairman</i></li> </ul> <p><i>ICT</i></p> <ul style="list-style-type: none"> <li>● <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> <li>✓ <i>PowerPoint and excel to do group presentations.</i></li> <li>✓ <i>Adobe photoshop in basic graphic design</i></li> <li>✓ <i>smart phones to scan, transfer/send files, search for relevant information on Google, youtube other search engines.</i></li> </ul> </li> </ul> <p><i>21<sup>st</sup> Century Skills</i></p> <ul style="list-style-type: none"> <li>● <i>Use of smart phones and PowerPoint presentations to develop:</i> <ul style="list-style-type: none"> <li>● <i>digital literacy skills</i></li> <li>● <i>Innovation and creativity</i></li> </ul> </li> <li>● <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> <li>✓ <i>communication and Collaboration skills</i></li> <li>✓ <i>Leadership and personal development</i></li> <li>✓ <i>Critical thinking and problem-solving skills</i></li> </ul> </li> </ul> <p>3.5 In your subject base groups identify and discuss the continuous assessment opportunities in lesson nine of each course.</p>	
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	<p><i>Examples</i></p> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• <i>Take-home assignment</i></li> <li>• <i>Class presentation and discussion</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>Quiz (A 20 minutes Quiz covering all the learning outcomes.</i></li> <li>• <i>Self-assessment (Self-assessment at stages of the lesson where independent study and differentiated task grouping are required.</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Take home Assignment (Student – Teachers discuss the scope of the geography curriculum some of the sub-fields in Physical Geography).</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Subject project (Student teacher identifies a moral issue prevalent in their STS school and use the most appropriate tool/strategy to effect attitudinal change in students).</i></li> </ul> <p>3.6 Identify relevant teaching and learning resources that you can use to teach lesson nine of your various courses</p> <p><i>Examples</i></p> <p><i>History</i></p> <p><i>Primary Data: (pictures, videos/documentary, Archival documents) computers, laptops, LCDs, projectors/screens, videos, audio play and camera.</i></p> <p><i>Geography</i></p> <p><i>Course manual</i></p> <p><i>Basic school curriculum</i></p> <p><i>Audio visual equipment and Video clips.</i></p> <p><i>smartphones</i></p> <p><i>RME</i></p> <p><i>Course Outline</i></p> <p><i>Book (Courtesy for Boys and Girls).</i></p> <p><i>smartphones</i></p> <p><i>Social Studies</i></p> <p><i>Laptop</i></p>	
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	<i>Projector</i> <i>YouTube</i> <i>smartphones</i>	
<b>4. Evaluation and review of session:</b> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your groups and with the larger group.</p> <p>4.3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 10.</p> <p>4.4 Do you still have any outstanding issues that need further clarification?</p> <p><i>NB read lesson 10 before the next PD session.</i></p>	<b>15 mins</b>

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

### Social Studies

Assessments and techniques  
Conceptual issues related to assessment

### RME

Course: RME and Pedagogies  
Lesson title: Introduction to course

### History

Course: Economic History of Ghana  
Lesson title: Economic policies between 1957 and 1966 (I)

### Geography

Course: Geography Curriculum  
Lesson title: The geography curriculum and pedagogy

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1.1 Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.1 Share your experiences of PD session 9 taking into consideration the benefits and challenges you encountered in the classroom.</p> <p><i>Examples of anticipated challenges: use of ICT, GESI, classroom size etc.</i></p> <p>1.2 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.3 Read and discuss the introduction part of lesson ten of your course including lesson</p>	

<ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p>description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>For example</i></p> <p><i>Lesson description</i></p> <p><i>History</i> <i>The lesson seeks to offer student teachers opportunity to present and critique their draft research work</i></p> <p><i>Geography</i> <i>The lesson introduces student-teachers to the meaning and types of assessment in geography. It also expands student-teachers knowledge on the importance of quality assessment in geography.</i></p> <p><i>Social Studies</i> <i>This lesson is a follow up of the previous lesson on assessment data. In this lesson, the focus is on using assessment data to make decisions to ensure equity and inclusivity.</i></p> <p><i>RME</i> <i>The focus of this lesson is substance abuse. Through the use of resource persons in a seminar, student teachers will be exposed to knowledge and understanding of the prevalence causes effects and solutions to substance abuse in the Ghanaian society.</i></p> <p>1.4 Shower thought for student-teachers prior knowledge about the lesson 10 of the various course areas</p> <p><i>Previous Knowledge</i></p> <p><i>History</i> <i>Student teachers have been exposed to the sources, methods and technicalities of doing historical research</i></p> <p><i>Social Studies</i> <i>Student teachers have been introduced to the techniques of teaching and assessment in Social Studies in their second year and can apply this knowledge learning this lesson.</i></p>	
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	<p><i>RME</i>  <i>Student teachers are familiar with concept and incidence substance abuse from the media, within their families, peers and the larger society in general</i></p> <p><i>Geography</i>  <i>Student-teachers have taken courses in geography and pedagogy in the second year and must be familiar with some of the concepts discussed here</i></p> <p><i>Examples of LOs (Geography)</i>  <i>Demonstrate understanding of the meaning and relevance of assessment in geography</i></p> <p><i>History</i>  <i>Demonstrate understanding of the various research techniques that can be employed to carry out a quality research report.</i></p> <p><i>RME</i>  <i>Demonstrate knowledge of substance abuse, its causes and how to curb it</i></p> <p><i>Social Studies</i>  <i>Demonstrate knowledge and understanding of Assessment</i></p> <p>1.5 Identify the distinctive features of lesson ten of your course from the course manual.</p> <p><i>Examples:</i>  <i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Quality forms of assessment in geography</i></li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• <i>Debate and critique research findings for successful research report</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction to the concepts of substance abuse, causes and solution.</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>The meaning of assessment</i></li> <li>• <i>Measurement and evaluation.</i></li> </ul>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Shower thought for the likely new concepts from lesson ten of your course.</p> <p>Concepts <i>Geography</i> <i>Quality forms of assessment in geography</i></p> <p><i>Social Studies</i> <i>Assessment,</i> <i>Measurement.</i> <i>Evaluation</i></p> <p><i>History</i> <i>Research techniques, methods, types of data collection, how to compile a research report.</i></p> <p><i>RME</i> <i>Assessment,</i> <i>Project, on substance</i></p> <p>2.2 In your subject areas, Identify the possible barriers to the teaching and learning of lesson ten of your course.</p> <p><i>Potential Barriers</i> <i>Social studies</i> <i>Tutors' orientation and misconceptions about what assessment entails and student teachers own past experiences about assessment.</i></p> <p><i>RME</i> <i>Students may have different perceptions about what constitutes substance abuse</i></p> <p><i>Geography</i> <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face. Students may also have varied experiences of what constitutes assessment in geography</i></p>	<p><b>15 mins</b></p>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Refer to your course manual in your subject groups and discuss the teaching and learning activities.</p> <p>Examples: Geography</p>	

<ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used.</li> </ul> </li> </ul>	<p>Use discussion to explain the term assessment in geography</p> <p>RME Through role play, tutor engages student teachers to appreciate appropriate, its causes and remedies.</p> <p>History Use lecture approach to explain to student teachers the forms research strategies, approaches that can be deployed to carry out a successful research work.</p> <p>Social Studies Through power point presentation and shower thought, tutor guides student teachers to enable them appreciate, the need to use to use assessment data to help make decisions and promote learning and ensuring equity and inclusivity.</p> <p>3.2 Read over the teaching and learning activities in your course manual and identify possible areas you may need clarification.</p> <p>3.3 Brainstorm on how to assist student teachers to appreciate the teaching and learning activities to be able to apply them during their STS and to teach the Basic School Curriculum.</p> <p>3.4 Discuss the teaching and learning activities and explain how they will integrate issues of GESI, ICT and the 21<sup>st</sup> Century Skills in their lessons.</p> <p><i>Examples:</i> <i>GESI</i></p> <ul style="list-style-type: none"> <li>• <i>Paying special attention to student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></li> <li>• <i>Paying attention to people with different learning preferences</i></li> <li>• <i>Assign leadership roles to males, females and people with different forms of disabilities in groups.</i></li> </ul>	
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<p>Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Making use of gender-neutral language and encouraging words to motivate all learners especially learners with special needs e.g., Chairperson instead of chairman</i></li> </ul> <p><i>ICT</i></p> <ul style="list-style-type: none"> <li>● <i>How to assist student teachers to use:</i> <ul style="list-style-type: none"> <li>✓ <i>PowerPoint to do group presentations.</i></li> <li>✓ <i>smart phones to search for relevant information on Google and other search engines.</i></li> </ul> </li> </ul> <p><i>21<sup>st</sup> Century Skills</i></p> <ul style="list-style-type: none"> <li>● <i>Use of smart phones and PowerPoint presentations to develop:</i></li> <li>● <i>digital literacy skills</i></li> <li>● <i>Innovation and creativity</i></li> <li>● <i>Use of group discussion to develop:</i> <ul style="list-style-type: none"> <li>✓ <i>communication and Collaboration skills</i></li> <li>✓ <i>Leadership and personal development</i></li> <li>✓ <i>Critical thinking and problem-solving skills</i></li> </ul> </li> </ul> <p>3.5 In your subject base groups identify and discuss the continuous assessment opportunities in lesson ten of each course.</p> <p><i>Examples</i></p> <p><i>History</i></p> <ul style="list-style-type: none"> <li>● <i>Take-home assignment</i></li> <li>● <i>Class presentation and discussion</i></li> </ul> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>● <i>Quiz (A 20 minutes Quiz covering all the learning outcomes.</i></li> <li>● <i>Self-assessment (Self-assessment at stages of the lesson where independent study and differentiated task grouping are required.</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>● <i>Take home Assignment (Student – Teachers discuss the scope of the geography curriculum some of the sub-fields in Physical Geography).</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>● <i>Subject project (Student teacher identifies a moral issue prevalent in their STS school</i></li> </ul>	
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	<p><i>and use the most appropriate tool/strategy to effect attitudinal change in students).</i></p> <p>3.6 Identify relevant teaching and learning resources that can be used to teach lesson ten of your course.</p> <p><i>Examples</i></p> <p><i>History</i>  <i>Secondary and Primary Sources: (Books, Book chapters, journal articles, Paintings, Media reports, Letters), smartphones</i></p> <p><i>Geography</i>  <i>Course manual</i>  <i>Basic school curriculum</i>  <i>Audio visual equipment and Video clips.</i>  <i>smartphones</i></p> <p><i>RME</i>  <i>Course Outline</i>  <i>Book (Courtesy for Boys and Girls).</i>  <i>smartphones</i></p> <p><i>Social Studies</i>  <i>Laptop</i>  <i>Projector</i>  <i>YouTube</i>  <i>smartphones</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Write down the main themes discussed in the PD session.</p> <p>4.2 Share your points with colleagues in your groups and then with the larger group.</p> <p>4.3 Identify a critical friend to observe your lesson and give feedback to you and report during PD session 11.</p> <p>4.4 Do you still have any outstanding issues that need further clarification?</p> <p>Note: Read lesson 11 before the next PD session.</p>	<p><b>15 mins</b></p>

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

SUBJECT:

**SOCIAL Studies**

Course:

Assessment Techniques in Social

Title of Lesson:

Application of Knowledge of The Use of Assessment Data for Different Purposes

**GEOGRAPHY**

Course:

Geography Curriculum and pedagogy

Title of Lesson:

Assessment in Geography II

**RME**

Course:

RME and Pedagogies

Title of Lesson:

Practicum

**HISOTRY**

Course:

Economic History of Ghana

Title of Lesson:

Course Review

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including</li> </ul>	<p>1.1 Share your experiences of year three semester two PD session on Lesson 10 taking into consideration the insights they gained and some of the challenges encountered during the last lesson. Emphasis should be put on how these experiences and insights gained can be transferred to facilitate the smooth teaching of lessons 11.</p> <p><i>Examples of anticipated challenges:</i> Implementation of ICT in making informed assessment decisions, conducting culturally</p>	<b>20 mins</b>

<p>learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>responsive assessments and gathering/using evidence of students' learning to address learner differences, classroom size etc.</p> <p>1.2 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.3 Read the introduction part of lesson eleven of your course including lesson description, student teachers' previous knowledge, learning outcomes and learning indicators.</p> <p><i>Examples of Lesson description Social Studies</i> <i>This lesson seeks to introduce student-teachers to how they will be able to apply their knowledge and understanding of the use of student assessment data in assessing all learning outcomes/domains in the basic school Social Studies curriculum, and for different purposes.</i></p> <p><i>Geography</i> <i>The lesson introduces students to a review of the national teacher assessment policy. Using shower thought, individual/group presentation, student-teachers will be involved in a discussion on the best approaches for assessment in geography</i></p> <p><i>RME</i> <i>The focus of this lesson is to offer opportunities for student teachers to embed teaching. Student teachers choose a topic from the JHS RME curriculum to plan and execute a lesson using the most appropriate pedagogy.</i></p> <p><i>History</i> <i>Review and audit the lessons for the semester. It is also expected that student teachers in the course of the of the lesson, will reflect on their own progress in the course throughout the semester and ask for clarification of some of the concepts discussed throughout the semester.</i></p> <p><i>Examples of Previous Knowledge: Social Studies</i></p>	
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	<p><i>This is the concluding lesson on the course. It involves helping student-teachers to apply their knowledge and skills of using assessment data to make decisions that can help promote teaching and learning in Social Studies.</i></p> <p><i>Geography</i>  <i>Student-teachers have taken courses in geography and pedagogy in the first and second year and must be familiar with some of the concepts discussed here.</i></p> <p><i>RME</i>  <i>Students have learnt both the content of the JHS RME curriculum and pedagogies in this and previous courses.</i></p> <p><i>History</i>  <i>Lessons learnt from lesson 1 through the semester using all the learning approaches</i></p> <p><i>Examples of LOs</i></p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrate knowledge and understanding of use of students' assessment data</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>• <i>Exhibit knowledge of the NTEAP.</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate knowledge of RME content</i></li> </ul> <p><i>History</i>  <i>Demonstrate the ability to identify weaknesses and strengths in learning the course for the period under review.</i></p> <p>1.4 Identify the distinctive features of lesson 11 of your course from the course manual</p> <p>Examples:</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>✓ <i>Application of Knowledge of the Use of Assessment Data for:</i> <ul style="list-style-type: none"> <li>○ <i>Enhancing Learning</i></li> <li>○ <i>Adjusting/Differentiating</i></li> <li>○ <i>Techniques of Teaching</i></li> </ul> </li> <li>✓ <i>Debriefing of Presentations</i></li> </ul>	
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	<p><i>Geography</i></p> <ul style="list-style-type: none"> <li>✓ <i>Review of the NTEAP</i></li> <li>✓ <i>Knowing, understanding, and applying the NTEAP as a teacher</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>✓ <i>Knowledge of RME</i></li> <li>✓ <i>Delivering Engaging lessons</i></li> </ul> <p><i>History</i></p> <p><i>Remedies to course topics</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Brainstorm for the likely new concepts from lesson eleven (11) of your course.</p> <p><i>Example of concepts:</i></p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>✓ <i>Assessment data</i></li> <li>✓ <i>Differentiated instruction/teaching</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>✓ <i>Importance of assessment</i></li> <li>✓ <i>Steps for reviewing assessment policy</i></li> </ul> <p><i>RME</i></p> <ul style="list-style-type: none"> <li>✓ <i>Planning RME lessons</i></li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>✓ <i>knowledge on how to correct misconception</i></li> </ul> <p>2.2 In your subject areas, point out the possible barriers to the teaching and learning of lesson 11 in your course.</p> <p><i>Possible Barriers</i></p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> <li>✓ <i>Large class size</i></li> <li>✓ <i>The influence of high-stake assessments on tutors' assessment of student-teachers which may lead to tutors teaching to the test and student-teachers also learning to pass examinations</i></li> </ul> <p><i>Possible Barriers</i></p> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>✓ <i>The reliance on YouTube videos will make some students handicapped due to the varied degrees of challenges students may face.</i></li> </ul>	<p><b>15 mins</b></p>

	<p><i>Possible Barriers</i> RME</p> <ul style="list-style-type: none"> <li>✓ <i>Students presenting before peers might be more challenging than a real classroom.</i></li> </ul> <p><i>Possible Barriers</i> History</p> <ul style="list-style-type: none"> <li>✓ <i>Difficulty with some concepts not adequately dealt with.</i></li> <li>✓ <i>Lessons not appropriately understood by student - teachers.</i></li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources:</li> </ul>	<p>3.1 In your subject areas/groups refer to the course manual and explore the appropriateness of teaching and learning activities in attaining the Los and Lis.</p> <p>NB: <i>Emphasis should be on:</i></p> <ul style="list-style-type: none"> <li>✓ <i>how relevant the suggested teaching and learning activities are in attaining the Los and Lis.</i></li> <li>✓ <i>Exploring alternative/additional appropriate teaching and learning techniques relevant to the attainment of the Los and Lis.</i></li> </ul> <p><i>Example</i> <i>Social Studies</i></p> <ul style="list-style-type: none"> <li>✓ <i>Student-teachers tell/share with the class what they learnt in the previous lesson</i></li> </ul> <p><i>Geography</i> <i>Face-to-Face: Student – Teachers discuss the importance of assessment</i></p> <p><i>RME</i> <i>Face-to-face: Student teachers actively listen and ask clarifying questions about their roles.</i></p> <p><i>History</i> <i>Seminar - Group student – teachers according to remedy need and provide specific task assistance in the areas on concept needing remedy.</i></p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.2 Read over the teaching and learning activities suggested in your course manual and identify possible areas you may need clarification.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>✓ <i>How to integrate ICT tools, GESI issues and also appropriate enact the use of resource persons in lesson preparation and presentation.</i></li> <li>✓ <i>How to assist student teachers to identify/recognise and incorporate the assets and strengths all students bring into the classroom, and ensuring that learning experiences, from the Basic School curriculum through assessment, are relevant to all students</i></li> <li>✓ <i>How to guide student teachers to apply the teaching learning activities and resources during STS and also in teaching the basic school curriculum.</i></li> </ul> <p>3.3 In differentiated (group) task discuss how student teachers could be aided to analyse the teaching and learning activities suggested in the course manual of each course as well as how the student teachers will be able to apply such activities during their STS and also in teaching the Basic School Curriculum.</p> <p><i>NOTE: The following steps could be useful when using the demonstration technique to aid the student teacher in the process of demonstration:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Giving a good performance/example;</i></li> <li>✓ <i>Explaining each step or process as you proceed. Follow your lesson plan.;</i></li> <li>✓ <i>Making sure the trainees see the demonstration from the angle they will perform it themselves;</i></li> <li>✓ <i>Ensuring everyone can see and hear: Maintain eye contact;</i></li> <li>✓ <i>Stressing on key points, and if possible, prepare beforehand, ask key questions as you go along with the demonstration and allow student teachers to ask questions;</i></li> <li>✓ <i>Observing all safety rules, precautions and procedures and as well recognise learner</i></li> </ul>	
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	<p><i>diversities; and emphasise/address them while demonstrating;</i></p> <ul style="list-style-type: none"> <li>✓ <i>Using relevant instructions, aids such as chalkboard, charts, audio-visual resources and other useful materials to support the demonstration;</i></li> <li>✓ <i>Providing for participants'/trainees' participation where possible, during and after demonstration;</i></li> <li>✓ <i>Demonstrating the correct way(s) only: First impressions are usually relevant. Hence, make them correct ones; and</i></li> <li>✓ <i>Always summarising the steps and emphasising key points again.</i></li> </ul> <p>3.4 Analyse the appropriateness of the teaching and learning activities in attaining the LOs and LIs and brainstorm how issues of GESI, ICT and the 21<sup>st</sup> Century Skills can be integrated in their lessons.</p> <p><i>Examples:</i></p> <p><i>GESI</i></p> <ul style="list-style-type: none"> <li>✓ <i>Identify, recognise and paying attention to:</i> <ul style="list-style-type: none"> <li>○ <i>student teachers with disabilities. Eg. Hearing impairment, visual impairment, and physical disability.</i></li> <li>○ <i>Student teachers with different learning difficulties, preferences, motivation, aptitude.</i></li> </ul> </li> <li>✓ <i>Use different group techniques but ensuring that the groupings are done based on eg., mixed-gender, mixed-ability, etc.</i></li> <li>✓ <i>Assign leadership roles and responsibilities to males, females student teachers as well as student teachers with different forms of disabilities in groups.</i></li> <li>✓ <i>Use gender-neutral language and encouraging words are often to motivate all learners, especially learners with special needs e.g., Chairperson instead of chairman, school prefect instead of girls' prefect, police officer instead of police man, etc.</i></li> <li>✓ <i>Include content that concerns contributions, experiences, views, and concerns relevant to student-teachers from diverse backgrounds</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>✓ <i>Using varied but relevant sources in addition to course manuals to provide curriculum content</i></li> <li>✓ <i>Using a myriad of instructional techniques (e.g., role-playing, numbered-heads-together, differentiated task groups, community walks/school visits, use of sign language interpreter, etc) to address students' different learning preferences.</i></li> <li>✓ <i>Guiding and teaching student teachers to respect their own and others' cultural identities and socioeconomic differences, etc.</i></li> <li>✓ <i>Promoting multicultural education during instruction as well as during other school activities.</i></li> <li>✓ <i>Using multicultural examples during lessons in order to illustrate the social or cultural contributions made by various groups of people.</i></li> </ul> <p><i>ICT:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Encourage student teachers to use their smart phones or tablets to surf for relevant information on google, youtube, and other search engines.</i></li> <li>✓ <i>Student teachers to be guided to learn, use and be able to teach learners using, Braille, Scanners and Embossers, Job Access with Speech (JAWS) and other assistive technologies</i></li> <li>✓ <i>Student teachers to be assisted to do group presentation using power point.</i></li> </ul> <p><i>21<sup>st</sup> Century Skills</i></p> <p><i>21<sup>st</sup> century skills shall be developed through the activities, student-teachers engage in:</i></p> <p><i>Examples:</i></p> <p><i>Use of laptops, smart phones/tablets to search for information and power point presentation will develop student teachers</i></p> <ul style="list-style-type: none"> <li>• <i>Digital literacy skills</i></li> <li>• <i>Innovation and creativity skill</i></li> </ul> <p><i>Group activities and presentations help develop</i></p> <ul style="list-style-type: none"> <li>• <i>Leadership and collaborative skills</i></li> <li>• <i>Communication skills</i></li> <li>• <i>Research skills</i></li> </ul>	
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	<p>Role-play/Demonstration techniques develop:</p> <ul style="list-style-type: none"> <li>• <i>Observation skills,</i></li> <li>• <i>communication and listening skills,</i></li> <li>• <i>note-taking skills, and</i></li> <li>• <i>manipulating skills</i></li> <li>• <i>technology/media literacy</i></li> </ul> <p>Questioning and answering technique develops:</p> <ul style="list-style-type: none"> <li>• <i>Critical thinking and problem-solving skill</i></li> <li>• <i>Note-taking skills</i></li> </ul> <p>3.5 Refer to your course manual to discuss the assessment opportunities in the lesson 11 of your course.</p> <ul style="list-style-type: none"> <li>○ These assessments items should be in line with the NTEAP.</li> </ul> <p><i>Social Studies</i>  <i>Student teachers assessed through:</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers do self-assessment of their progress of learning at various stages of the lesson</i></li> <li>• <i>the use of observation scales and award marks to groups during discussion</i></li> </ul> <p><i>Addresses CLO 1,2,3,4, and NTS 2C.</i></p> <p><i>Geography</i>  <i>Student –teachers:</i></p> <ul style="list-style-type: none"> <li>• <i>discuss the importance of assessment in geography</i></li> <li>• <i>review the assessment policy</i></li> </ul> <p><i>Addresses CLO1, 4 NTS 2c</i></p> <p><i>RME</i>  <i>Student-teachers do peer-teaching</i>  <i>Addresses CLO 1,2,3,4 &amp;5.</i></p> <p><i>History</i>  <i>Students work in the special group on tasks to remedy their learning need.</i></p> <p>3.6 Explore teaching/learning resources that should be used to assist in the effective delivery of the lesson 11 in your course area.</p>	
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	<p><i>Example:</i>  <i>Social Studies</i>  <i>Course manual</i>  <i>Basic school curriculum</i>  <i>Audio-visual Learning Materials</i></p> <p><i>Geography</i>  <i>Course manual</i>  <i>Basic school curriculum</i>  <i>Assessment Policy</i>  <i>Audio visual equipment and Video clips, etc.</i></p> <p><i>RME</i>  <i>HS RME Curriculum</i></p> <p><i>History</i>  <i>Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera</i></p> <p><i>Note: All teaching and learning materials must be GESI responsive:</i></p> <ol style="list-style-type: none"> <li><i>i. They should suffice all persons to have access</i></li> <li><i>ii. videos, photographs and charts should contain both males and females in various positive activities</i></li> <li><i>iii. People with disabilities should be identified and their needs addressed to aid effective learning.</i></li> </ol>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> </ul>	<p>4.1 In your subject groups, recap the key ideas learned in today’s PD session taking into consideration; teaching activities, resources needed for the lesson, GESI and ICT integration etc</p> <p>NOTE:</p> <ul style="list-style-type: none"> <li>✓ Tutors answer the <i>summary questions, tutors by providing responses such as:</i></li> <li>i. We discussed on the LOs/LI of the lesson, the teaching/learning techniques and TLM/Rs appropriate for attaining the LOs and Lis, etc.</li> <li>ii. From today’s PD session, it can be concluded that, varying techniques of teaching/learning as well as teaching and</li> </ul>	<p><b>15 mins</b></p>

	<p>learning resources can help in addressing diverse learning/learner needs and at the same time help student teachers to develop 21<sup>st</sup> century learning skills, etc.</p> <p>4.3 Seek further clarifications on some issues that are unresolved.</p> <p>4.4 Ask each tutor to identify a critical friend to observe his or her lesson and to give feedback in the next PD session.</p>	
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## Tutor PD Session for Lesson 12 in the Course Manual

LESSON ELEVEN TOPICS:

SUBJECT:

### **GEOGRAPHY**

Course: Geography curriculum and pedagogy

Lesson title: Course wrap up

### **SOCIAL STUDIES**

Course: Assessment and techniques

Lesson title: Revision

### **RME**

Course: RME and pedagogies

Lesson title: Practicum II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	1.1 Take pieces of papers and write down any two ways that the PD session 11 impacted on your teaching of lesson 11 –reflection on PD session 11  1.2 Volunteers to share what you have written with the group  1.3 Let’s have some volunteer critical friends report on your observations on the delivery of lesson 11 for brief discussion by the house	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p>1.4 Sit in smaller groups based on your subject areas i.e. Geography, History, Social studies and RME.</p> <p>1.5 Brainstorm for the student-teachers prior learning on the topics of your subject</p> <p><i>Geography</i> <i>Student teachers have had lessons learnt from lesson 1 through the semester using all the learning approaches</i></p> <p><i>Social studies:</i> <i>Student Teachers are familiar with all 11 lessons treated and may be able to connect the information in order to better optimize learning</i></p> <p><i>RME:</i> <i>Students-teachers have learnt both the content of the JHS RME curriculum and pedagogies in this and previous courses</i></p> <p>1.6 Tell how you used your lessons to prepare students for their year 4 semester 1 basic school classroom work.</p> <p>1.7 Refer to your course manual to read out the introduction portions including the lesson description to the learning outcomes and indicators of lesson 12</p> <p>Examples of course descriptions: <i>Geography:</i> <i>The lesson is a review and audit of the various lessons for the semester. It is expected that student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some the concept discussed during the various lessons.</i></p> <p><i>Social studies:</i> <i>This lesson involves a revision of what has been learned in the course of the semester, thus from lessons 1 through to 11.</i></p>	
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	<p><i>RME: The focus of this lesson is to offer opportunities for student teachers to embed teaching. Student teachers choose a topic from the JHS RME curriculum to plan and execute a lesson using the most appropriate pedagogy.</i></p> <p><i>Examples: Geography: LOs Identify weakness and strengths in learning the course lessons for the period under review.</i></p> <p><i>LIs Make a list of weaknesses and strengths on poster papers for sharing</i></p> <p><i>Social Studies: LOs Demonstrate knowledge and understanding, of what has been learned in the course and apply that knowledge in assessing the basic school Social Studies curriculum goals and learning outcomes.</i></p> <p><i>LIs Share reflection on the what has been learned with regard to all 11 lessons/topics in the course and apply knowledge of the course in assessing the basic school Social Studies curriculum goals and learning outcomes</i></p> <p><i>RME: LOs Show skills in delivering engaging lessons</i></p> <p><i>LIs Deliver lesson on selected RME topics</i></p> <p>1.8 Discuss the lesson 12 lesson outcomes and indicators and relate them to the CLOs and the CLIs</p>	
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	<p>1.8 Refer to lesson 12 of your course manual to identify the distinctive features of each of the lesson.</p> <p>Distinctive features:  Examples:  <i>Geography:</i>  <i>Reviewing the understanding of the student-teachers of the lessons covered throughout the semester</i></p> <p><i>Remedies to course topics</i></p> <p><i>Social studies:</i>  <i>Revisions of Previous Lessons</i></p> <p><i>RME:</i>  <i>Presentations,</i></p> <p><i>Course Review</i></p> <p>1.9 Discuss in your respective subject groups to bring out any aspect of lesson 12 that need clarification for further discussion by the larger group</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 shower thought to bring out the concepts that are to be developed or learned in the lesson 12 of each of the courses</p> <p>Examples of concepts:  <i>Geography:</i>  <i>Course review</i></p> <p><i>Remedies</i></p> <p><i>RME:</i>  <i>Course review, practicum, lesson delivery</i></p> <p>2.2 identify and discuss in your respective subject areas the possible barriers to student-teachers in learning lesson 12</p> <p>Examples of possible barriers to learning:  <i>Geography:</i></p>	<p><b>15 mins</b></p>

	<p><i>Large class size Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.</i></p> <p><i>Social studies: Students teachers' culture of not recording events in writing, keeping things in memory</i></p> <p><i>RME: Student-teachers presenting before peers might be more challenging than a real classroom.</i></p> <p>2.3 Brainstorm in your subject based groups to suggest effective ways these barriers could be managed to promote effective teaching and learning.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use</li> </ul>	<p>3.1 Read out and discuss the teaching and learning activities outlined in your course manual for lesson 12</p> <p>Examples of teaching learning activities/strategies <i>Geography: Brainstorming with student teachers to initiate the weaknesses and strengths of student -teachers in the lessons 1 – 11 bearing in mind the uniqueness and diversity among them.</i></p> <p><i>Social studies: Tutor through the use of the KWL technique activates student-teachers' prior knowledge by asking them to refer to the previous lessons' LOs and indicators and indicate which of the LOs and indicators have been met.</i></p> <p><i>RME: Tutor invites student teachers in turn to present their planned lessons these can influence their teaching. Student teachers will engage in a role play activity as part of this lesson</i></p> <p>3.2 Discuss in your subject based groups to identify activities that need clarifications and share them for discussion.</p>	<p><b>40 mins</b></p>

<p>continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.3 Shower thought on how to assist the student teachers to appreciate the concepts and teaching and learning strategies in the respective courses to be able to apply them during their STS visits and also be able to use them in teaching the basic school curriculum.</p> <p><i>Example:</i>  <i>Student-teachers to create portfolios on their mentors teaching learning activities during the STS.</i></p> <p><i>Put student-teachers into groups to identify topics from the basic school curriculum to prepare a lesson for peer teaching.</i></p> <p>3.4 Brainstorm how to integrate GESI and ICT into the lesson delivery process to equip student-teachers with relevant skills to teach the basic school curriculum.</p> <p><i>Example:</i>  <i>In all the activities deployed, attention should be paid to GESI issues, ICT and the development of 21st century skills</i></p> <p><i>Examples of GESI</i></p> <p><i>i. In using small group discussions, each group should have both males and females well represented, each group should have people with mixed abilities among others.</i></p> <p><i>ii. Leadership roles should be assigned to both males and females as well as people with disabilities</i></p> <p><i>iii. Tutors and student teachers should identify people with special needs and assist them appropriately in terms of materials, seating positions in class, words of encouragement, use of resource persons etc</i></p> <p><i>ICT:</i>  <i>Student teachers should use their smart phones to google search for information on the concepts in the various subject areas.</i>  <i>Doing group presentation using power point.</i></p> <p><i>21st century skills to be developed include:</i></p> <p><i>i. Digital literacy skills</i></p>	
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	<p>ii. <i>Leadership and collaborative skills</i>  iii. <i>Communication skills</i>  iv. <i>Critical thinking and problem-solving skill</i>  v. <i>Creativity and innovation etc</i></p> <p>3.5 Refer to your course manuals to read and discuss the assessment opportunities in the lesson 12 and the general courses assessment since this is the final lesson of the courses. These assessments items should be in line with the NTEAP.</p> <p><i>Example:</i>  <i>Geography:</i>  <i>Group discussion to wrap up on the semester outline.</i></p> <ul style="list-style-type: none"> <li>• <i>Student teachers' presentations during group work helps to assess them of learning (Presentations to last for each group a 10-15mins) working in groups score 10% of score for group presentation</i></li> </ul> <p><i>Social studies:</i>  <i>A 20 minutes Quiz at the end of the lesson covering all the learning outcomes the use of observation scales and award marks to groups during discussion</i></p> <p><i>RME:</i>  <i>Student teachers' lesson delivery will be scored.</i></p> <p>3.6 Shower thought to identify teaching learning resources that will assist in the effective delivery of the lesson 12 in each course area.</p> <p><i>Examples:</i>  <i>Geography:</i>  <i>Course manual</i>  <i>Basic school curriculum</i>  <i>Assessment Policy</i>  <i>Audio visual equipment and Video clips, laptops, projector</i></p> <p><i>Social studies:</i>  <i>Laptops, smart phones, projectors etc.</i></p>	
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	<p><i>RME</i>  <i>RME syllables, laptops, projectors, notebooks, pens, concept maps etc</i></p> <p><i>Note: All teaching and learning materials must be GESI responsive; They should be adequate for all persons to have access, videos, photographs and charts should contain both males and females in various positive activities, as well as people with disabilities</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Recap the key ideas learned in today’s PD session especially; teaching activities, resources needed for the lesson, GESI and ICT integration, linkages between the CLOs and the Los and their indicators etc</p> <p>4.2 Ask questions for further clarifications if there are still some outstanding issues</p> <p>4.3 Let us all individually give summary of this semester’s PD sessions; thus, successes and challenges.</p> <p>4.4 Suggestions are invited to enable us improve on our next PD session for next semester.</p>	<p><b>15 mins</b></p>

## Appendix 1

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

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

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

<p><b>Building in activities which support the development of 21c skills in particular the use of ICT.</b> The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.</p>	
<p><b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.</p>	

## Appendix 2. Course Assessment Components briefly

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

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