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

HANDBOOK FOR COORDINATORS

















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Foreword

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

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

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

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

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

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

Robin Todd Executive Director, T-TEL May 2021

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

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

1. Background to the new approach to PD

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

2. Features of the B.Ed. PD Sessions

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

Introduction to the TVET PD Manual

This manual combines 12 courses from the four (4) TVET domains namely Agriculture, Home Economics, Technical and Visual Art. The Courses mounted this semester (Year 2 Semester 2) include:

Agriculture

- Agricultural Policies and Association
- Agricultural, Resources and Technology

Home Economics

- Textiles, Fibres, Fabrics and Clothing Management- Sources and Classification of fibres
- Nutrition, Food and Commodities: Theories/concepts of nutrition

Technical:

- Construction of auxiliary views The Nature of Electricity
- Basic Electricals and Electronics
- Final Design Solutions
- Introductions to the Construction Industry

Visual Arts:

- Concepts of Idea Development (Ideation)
- Composition and Creative Expression in Visual Art
- Figure and Perspective Drawing
- Curriculum in Visual Art

The idea that informed the amalgamating all the TVET Courses into one PD manual is the common base that has been established in the new B. Ed curriculum. The B. Ed TVET curriculum has established six (6) key content areas common to all. These include:

Classification	Content
General TVET Knowledge	Terminologies, concepts, theories, historical,
	philosophical, and sociological foundations,
	movements, associations and related organizations,
	policies, misconceptions about TVET
Operating and processing Tools,	Nature (identification), proper uses,
equipment and machines	care/maintenance of tools, equipment and
	machines
Skills Training Materials and	Sources, characteristics/properties, uses and health,
Resources	safety and environment (HSE)
Learning Environments:	types and uses, management practices, safety rules
Workshops, studios, and	and practices, HSE including Water, Health and
laboratories	sanitation (WASH) related issues
Operations, processes, procedures,	Design and realisation/composition, laying out,
and products	manufacturing processes and their related HSE,

	adherence to specifications (to ensure safety of consumers/clients)
Entrepreneurship	key concepts, principles, relevance, business creation, business ethics and social responsibility

What this means is that the component domains understand a common language hence can work together. In this manual, each domain finds expression in the same questions and processes as it relates to their peculiarities. SLs/HoDs should therefore give reasonable room for each domain to find expression most suitable to their peculiar need and expression.

Some clarifications have been given as *guidance notes for SL/HoD* in the spaces provided in the template.

In addition, *three* vital topics have also provided for tutors to perusal. These are placed at the foot of lessons 2, 4 and 7. They are aimed at giving the tutor additional support in some of the activities they may be engaged in within the semester and beyond. Topics treated include:

- i. How to score practical lessons (Session 2)
- ii. Building of Portfolios (Session 4)
- iii. Organizing Field trips (session 7)
- iv. Tutor assessment by student teachers (session 12)

Subject Leads must prepare and draw tutors' attention to these.

Age P	hase:
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Name of Subject:

TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Concepts in Agriculture policy
- Handling and operation of tools, equipment and machines in crop production

Home Economics

- Application of Theories and Principles in Clothing and Textiles
- Application of Theories and Principles in Food and Nutrition

Technical:

- Engineering Drawing
- Design and Realization ii
- Construction Technology i
- Basic Electricals and Electronics

Visual Arts:

- Composition in Visual Arts Concepts, rules, and types of Visual Arts composition.
- Composition and Creative Expression in Visual Art
- The Concept of Idea Development. Meaning, Principles, Processes of idea development and Property (IP) and Copyright Law
- Curriculum in Visual Art

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Reflection on previous PD Session 	1.1. Ask tutors to write one thing they learnt in their last PD session and how they applied it in their teaching.	1.1 Revision Activity: Write one thing you learnt in your last PD session and how you applied it in your teaching.	20 mins

	1		
 (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. Identification of important or distinctive aspects of the lesson 	1.2.	Ask tutors to share their views with the whole group.	1.2 Share your views with the whole group.
1 Reading and	1.3.	Ask tutors to read the	1.3 Read the introduction
discussion of the		introduction of the	of the new Course
introductory		new course(s) e.g.,	silently.
sections up to		Goal for the Subject	
learning outcomes		or Learning Area, Key	
outcomes		contextual factors, Course Description,	
		Core and transferable	
		skills and cross	
		cutting issues,	
		including equity and	
		inclusion	
	1.4.	Ask tutors to discuss	1.4 Discuss the
		the introduction to	introduction to the
		the course manual(s):	course manual(s):
	1.5.	Ask tutors to 'think,	1.5 Think through
		pair and share' what	introduction of the
		they consider as the	manual and in pairs
		focus of the course.	share (and discuss)
			what you consider as
			the focus of the <i>course</i> .
	1.6.	Ask tutors to read	1.6. Read through the
	1.0.	through introduction	1.6 Read through the introduction of <i>Lesson</i>
		of Lesson 1 of the	1 of the Year 2
		Year 2 Semester 2	Semester 2 silently.
		silently.	

	1.7. Ask tutors to Identify and discuss the important features of the lesson (title of the lesson, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, etc.)	1.7 Identify and discuss the important or features of the Lesson 1 and report to the whole group on a flip chat or 'A4' sheets.
	1.8. Ask tutors to brainstorm on the uniqueness of the lesson	1.8 Brainstorm on the uniqueness of the lesson
The guidance notes	NB. These should be done	
for SL/HoD need to	within the context of the	
	various TVET domains.	
	Being the first lesson in the	
	semester, it is important for	
	the tutor to do some	
	introduction to the course.	
	This will help put the	
	semester into the right	
	perspective for the learners.	
	Tutor can also guide	
	learners to understand the	
	expectations of the course	
	and how the learning	
	process would go, e.g.,	
	discussions,	
	demonstrations, group	
	work, independent studies,	
	practical activities, field-	
	trips, etc.	
	11793, etc.	
	Tutor should also help	
	learners to appreciate what	
	will be expected of them.	
	NB. Approaches may differ	
	from one TVET domain to	
	the other.	

- 2. Concept
 Development
 (New learning
 likely to arise in
 this lesson):
 - Identification and discussion of concepts.
 - Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.
 - Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.

2.1. Ask tutors to read through the main lesson and identify the features.

(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.)

2.2. Ask tutors to list the major concepts in the lesson, e.g.

Concepts in Agriculture policy, Handling and operation of tools, equipment and machines in crop production, the Concept of Perspective, the Concept of Idea Development, Composition in Visual Arts. Auxiliary progressions Textiles, Fibres, Fabrics and Clothing Management- Sources and Classification of fibres Nutrition, food, and commodities Concepts in Agriculture Policy, etc. for all the relevant TVET courses taking note of GESI, e.g.

NB: Courses in the various TVET Domains for the Semester Agriculture

a) Agricultural Policies and Association

2.1 Read through the main lesson and identify the features of the lesson.

2.2 List the major concepts in the lesson. Share your list with the whole group. 40 mins

	b) Agricultural and
	Resources
	Home Economics
	a) Application of Theories
	and Principles in
	Clothing and Textiles
	b) Application of Theories
	and Principles in Food
	and Nutrition
	Technical:
	a) Engineering Drawing
	b) Design and Realization
	ii
	c) Construction
	Technology i
	d) Basic Electricals and
	Electronics
	Visual Arts:
	a) Concepts of Idea
	Development (Ideation)
	b) Composition and
	Creative Expression in
	Visual Art
	c) Figure and Perspective
	Drawing
	d) Curriculum in Visual Art
	NB. Please refer to the
	respective Course Manuals
Guidance notes for	
Guidance notes for	NB. All discussions should
SL/HoD should	be done within the context
Identify any	of the various TVET domains
aspect of the	
lesson that might	
be challenging for	
tutors in terms of	
new learning, and	
which needs to be	
considered prior	
to taking tutors	
through the	
lesson activities	
"walk through".	
Equity and	
inclusion issues as	
well as ICT	

•	resources need consideration. The resources needed must be identified: literature – page referenced etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals			2.4	Weiternanible	
3.	Teaching, learning	3.1.	Ask tutors to write	3.1	Write possible	40 mins
	and assessment activities for the		possible challenging areas in teaching of		challenging areas in teaching of the	
	lesson.		the concepts		concepts identified.	
•	Reading of		identified.		concepts identified.	
	teaching and			3.2	List the activities in the	
	learning activities	3.2.	Ask tutors to list		lesson that will	
	and identification		activities in the lesson		enhance GESI and ICT	
	of areas that		that will enhance		integration	
	require		GESI and ICT			
	clarification	3.3.	integration	2.2	Dood cilonthy the	
	especially GESI related activities.	3.3.	Ask tutors to read silently the teaching	3.3	Read silently the teaching and learning	
	related delivities.		and learning activities		activities and identify	
•	Reading of		and identify areas		areas that require	
	teaching and		that require		clarification	
	learning activities		clarification			
	and identification	3.4.	Lead tutors to discuss	3.4		
	of GESI and ICT		areas identified in		in 3.3. and note where,	
	issues that require clarification.		3.3. and take note of where, and which,		and which, core and transferable skills can	
	ciai ilication.		core and transferable		be developed or	
			skills can be		applied in the lesson	
			developed or applied		and how you can	
			in the lesson and how		support student	
			they can support		teachers to guide basic	

T	andan. 1 1 1	ada ad musilis to	
	student teachers to	school pupils to	
	guide basic school	develop these skills	
	pupils to develop	through STS activities.	
	these skills through	NB: Present your	
	STS activities	findings on a flip chat.	
	3.5. Walk tutors through	3.5 Discuss the relevance of	
	one or two teaching	the activities to the	
	learning activities, i.e.	lesson.	
	Show a short video on		
	concepts, principles,		
	processes and procedures		
	as they pertain to the		
	various lessons e.g.		
	Concepts in Agriculture		
	policy, Handling and		
	operation of tools,		
	equipment and		
	machines in crop		
	production,		
	Introductions to the		
	Construction Industry,		
	Final Design Solutions,		
	The Nature of		
	Electricity, Construction		
	of auxiliary views, The		
	concept of Perspective,		
	Introduction to the key		
	issues in the National		
	Teachers' Standards,		
	Composition in Visual		
	Arts – Concepts, rules		
	and types of Visual Arts		
	composition, The		
	Concept of Idea		
	Development (Meaning,		
	Principles, Processes of		
	idea development and		
	Property (IP) and		
	Copyright Law), Textiles,		
	Fibres, Fabrics and		
	Clothing Management-		
	Sources and		
	Classification of fibres,		
	as well as Nutrition,		
	Food and Commodities		

(Theories/concepts of nutrition) Demonstrate processes, procedures, recipes, etc. Use OERs and other internet resources to
Demonstrate processes, procedures, recipes, etc. Use OERs and other
procedures, recipes, etc. Use OERs and other
Use OERs and other
internet resources to
surf for further
information, e.g. Use Pre-recorded video
scenarios on persons that
have defied gender and
social stereotyping to
achieve successes in
society: i.e. female masons, female tractor operators,
male chef, female
sculptors, etc.
3.6. Ask tutors to discuss 3.6 Discuss other relevant
other relevant approaches to the approaches to the
teaching of the lesson,
e.g., Simulation of
processes, gallery walk,
use of resource
persons, etc. 3.7 Ask tutors to list 3.7 List resources required
resource required for for developing specific
developing specific TLMs and provide
TLMs and provide guidance on the
guidance on the development of these. development of these,
e.g.
a) United Nations Food
and Agriculture
Organization (UNFAO)- Report, Ministry of Food
and Agriculture (MoFA)
Reports, Agricultural
Mechanization Training
Manual
www.encyclopedia.com. (Agriculture)
(-8

- b) United Nations Food and Agriculture
 Organization (UNFAO)Report, Model Practice
 House, Fashion Homes,
 Textile Printing Houses,
 Hospitality centers like
 Hotels, Guest houses,
 www.nottingghamfrees
 chool.uk etc. (Home
 Economics).
- c) Land Commission/Architectur al and Engineering **Services Limited** (AESL)/Town and **Country Planning** Reports, Drawing Board, drawing tools and materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), www.electrical4u.com/ nature-of-electricity/, etc. (Technical)
- d) The Teacher Education Curriculum Framework, National Teachers' Standards (NTS), National Teacher **Education Curriculum** Framework (NTECF), Art Gallery or Art Centre, Drawing Board, drawing tools and materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), etc. (Visual Art)

Reading of 3.8 With reference to the		3.8 List and discuss the
assessment	manual, ask tutors to	relevant assessment
opportunities and	list and discuss the	opportunities in the
ensuring they are	relevant assessment	manual.
aligned to the NTEAP	opportunities in the	
and required course	manual, (assessment as	
assessment: subject	and for learning).	
project (30%), subject		
portfolio (30%) and	3.9 Ask tutors to compare	3.9 Compare the
end of semester	the assessment	assessment
examination (40%)	arrangements in the	arrangements in the
Working through one	course manual with the	course manual with the
or two activities.	assessment	assessment
	arrangements in the	arrangements in the
	NTEAP and identify	NTEAP and identify
	what adjustments they	what adjustments they
	need to make in line	need to make in line
	with the NTEAP.	with the NTEAP.
	With the WILAI.	With the IVIEAL.
	Refer Guidance notes for	
	SL/HoD below.	
Guidance notes for	NOTE.	
SL/HoD should	a) Due emphasis should be	
 Select activities, 	given to practical	
linked to CLO and	activities.	
indicators, from	detivities.	
the lesson that are	b) Emphasis should be on	
likely to be most	subject project and	
different from	subject project and subject portfolio	
tutors' previous	preparation.	
•	ргерагастоп.	
experience. These could involve	c) For practical products	
	class jury and peer	
applying new	assessment must be	
content, e.g. from		
section 2, or	encouraged.	
approaches to	d)	
teaching, learning	d) For TVET Visual Art,	
and assessment,	drawing is basic and	
incl. gender	must be given due	
responsive,	attention.	
differentiation	a) Assessment of an attent	
and inclusive	e) Assessment of practical	
approaches and	activities should be	
use of appropriate	done in compliance with	
ICT tools.	a check list (stage-by-	
İ	stage), noting specific	

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

- skills to be acquired at each of the ideation stages, e.g. preliminary sketches/preparatory stage, production sketch/production stage, prototype.
- f) In this lesson, final products are not the target but the understanding and proper application of theories, principles, processes, procedures as well as appropriate use of tools and compliance with safety rules in the studios, workshops, kitchens, and farms are to be observed and assessed.
- g) Also, to be emphasised is the creative application of knowledge and skill, innovation, team work and relevant application of ICT tools and skills.
- h) Due attention should also be paid to individual differences as a way of facilitating GESI compliance.

4.	other resources need to be developed to support learning and provide guidance. Identify resources required for any TLMs and provide guidance on their development Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment O Advance preparation O In the case of unresolved issues	 4.1. See if anything needs to be discussed. Make sure that everybody has a concrete plan for teaching. 4.2. Ask tutors to identify a critical friend who can follow and report on their lesson delivery at the next PD session. 4.3. In the case of unresolved issues refer to the SWLs Preparation for next PD Session Read the Lesson 2 of Year 2 Semester 2 Course Manual 	 4.1 Individually, articulate how you will use knowledge and understanding gained to prepare for Lesson 1. 4.2 Identify a critical friend who can follow and report on your lesson delivery at the next PD session. 4.3 Individually, identify any outstanding issues relating to Lesson 1 for clarification. 	10 mins
accontraction according to the construction according to the const	urse assessment in cordance with the EAP: SWL need to view assessment in a course manual to sure it complies in NTEAP plementation and a 60% continuous sessment and 40 % d of semester amination. This cans ensuring oject project,	NB Most of the Courses in this Se hence emphasis should be give	emester are practical skilled base	ses,

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

Age Phase:

Name of Subject:

TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- a) Agriculture Policy in Ghana: Crop Production Policy Agricultural and Resources
- b) Handling and operation of tools, equipment, and machines in **Horticultural and Landscape Design**

Home Economics

- a) Nutrition, Food and Commodities: Basic food groups
- b) Textiles, Fibres, Fabrics and Clothing Management Identification of Fibres, properties/characteristics and uses.

Technical:

- a) Engineering Drawing: Intersection of regular solids
- b) Design and Realization II: Final Design solution
- c) Construction Technology I: The role of personnel involved in the construction industry.
- d) Basic Electricals and Electronics I: Electrical Components I (Conductors, Insulators, Switches& Fuses)

Visual Arts:

- Concepts of Idea Development (Ideation): Product/Structural Designs: Drawing as the foundation to designing.
- Composition and Creative Expression in Visual Art: Composition in Visual Arts Parts of a composition; Compositions in 2-D and 3-D
- Figure and Perspective Drawing: The concept of Areal/tonal/ Colour Perspective
- Curriculum in Visual Art: Introduction to the key issues in the National Teachers' Standards (NTS) and Teacher Education Curriculum Framework (NTECF) -The four pillars of the NTECF; Outcomes of the four pillars; Specialisms.

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for	Guidance notes on Leading the session.	Guidance Notes on Tutor Activity during the PD	Time in session
what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	What the SL/HoDs will have to say during each stage of the session	Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	

	ntroduction /		Revi	ision Activity:	20 mins
• F p (c c c c c c c c c c c c c c c c c c	Reflection on oreview Reflection on orevious PD Session Introduction to the course manual) overview of the main purpose of he lesson in the	 1.1. Ask tutors to m challenging issufrom their prevolessons that need be addressed. (NB. Complete issuelesson 1 before proceeding to lesson 	ies ious eds to es in	Mention challenging issues from your previous lessons that needs to be addressed	
• H cc gg s ((dighlight cross stating themes i.e., gender equality and social inclusion GESI), ICT. dentification of mportant or distinctive aspects	1.2. Ask tutors to Id and discuss the important featulesson 2 (title of lesson, lesson description, releptions Knowlesson of the and delivery modetc.	evant edge, lesson	List the important and distinctive features of lesson 2 on 'A4' sheets with the whole group.	
	of the lesson	1.3. Ask tutors to di some cross cutt themes i.e., ger equality and so inclusion (GESI) reflected in the and the impact can have on the lesson.	cing nder cial , etc. as lesson they	Discuss some cross cutting themes i.e., gender equality and social inclusion (GESI), etc. as reflected in the lesson and the impact they can have on the lesson.	
of th secti	ding and discussion le introductory ions up to learning lomes	1.4. Ask tutors to rediscuss the introductory seup to learning outcomes silented. Refers to Lesso topics as per the various manual TVET domains:	ctions tly. n	Read the introductory sections up to learning outcomes silently.	40 mins
		1.5. Ask tutors to pa share (where applicable) wha see as the focus lesson	at they	Pair and share the focus of the lesson	

	T .	T
	1.6. Ask tutors to brainstorm on the important features of the lesson	1.6 Identify and brainstorm on the important features of the lesson and report to the whole group on a flip chat or 'A4' sheets
The guidance notes for		
SL/HoD need to		
 Provide short overview of the lesson. 		
 Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues. 		
 Identify assessment, aligned to NTEAP. 		
 Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD. 		

The guidance notes for		NB. These should be done		
SL/HoD need to		within the context of the		
		various TVET domains		
2.	Concept	2.1. Ask tutors to read	2.1 Read through the main	40 mins
	Development	through the main	lesson and identify the	
	(New learning	lesson and identify the	features of the lesson.	
	likely to arise in	features. (topic/sub-	reacares or the resson.	
	this lesson):	topics, LOs, LIs,		
	tins iessorij.	teaching and learning		
	Identification and	activities, assessment		
	discussion of	procedures, etc.) e.g.		
	concepts	What is the		
	concepts	relationship between		
	Idoutification of	CLOs and Cls?		
•	Identification of	CLOS una Cis!		
	possible	2.2. Ask tutous to list the	2.2 List the major	
	challenging areas	2.2. Ask tutors to list the	2.2 List the major	
	in teaching of the	major concepts/issues in the lesson and share	concepts in the lesson	
	concept. This may		and share your list	
	include GESI and	with the whole group	with the whole group.	
	ICT related	e.g.		
	concepts.	Agriculture Policy in		
		Ghana: Crop		
•	Identification of	Production Policy		
	needed GESI	(Agricultural and		
	responsive and	Resources), Handling		
	ICT resources for	and operation of tools,		
	the teaching and	equipment, and		
	learning of the	machines in Horticultural and		
	concept.			
		Landscape Design,		
		Nutrition, Food and		
		Commodities (Basic		
		food groups), Textiles,		
		Fibres, Fabrics and		
		Clothing Management,		
		Identification of Fibres,		
		properties /		
		characteristics and		
		uses, Engineering		
		Drawing: (Intersection		
		of regular solids)		
		Design and Realization		
		(Final Design solution)		
		Construction		
		Technology (The role of		
		personnel involved in		
		the construction		

industry), Basic Electricals and Electronics (Electrical Components, Conductors, Insulators, Switches& Fuses), etc.)		
2.3. Walk tutors through one or two teaching and learning activities as suggested in <i>the manual(s)</i>	2.3 Participate in discussion of activities.	
2.4. Ask tutors to suggest other possible approaches to teaching the concepts.	2.4 Suggest other possible ways to teach the concepts.	
 a) Power Point Presentation on concepts b) Showing of physical objects to learners c) Showing sample pictures to learners d) Practical demonstration or simulation e) Visit to workshops. f) Use of resource Persons where applicable, etc. 		
2.5 Ask tutors to write possible challenging areas they envisaged in teaching of the concepts identified, e.g. Indigenous practices, Contemporary practices of teaching Home Economics in Ghana, Ethic of designing, handling and operation of tools in Agriculture and Technical skills, etc.	2.5 Write possible challenging areas you envisaged in teaching of the concepts identified.	
2.6 Ask tutors to list the needed resources for	2.6 List the needed resources for the	

				1
		the teaching and learning of the concepts identified. e.g., projector, computer, drawing tools, tools and equipment, simulators, materials, Agricultural Mechanization Training Manual, Drawing Board, drawing tools and	teaching and learning of the concepts identified.	
		materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), etc.		
		NB. Please refer to the		
		respective Course Manuals		
	dance notes for	NB. All discussion should be		
_	HoD should	done within the context of		
•	Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on	the various TVET domains.		
	web, YouTube, physical resources, power point; how they should be used. Consideration			

				1
	needs to be given			
	to local availability.			
•	This section can			
	build on the PD			
	needs identified			
	from the course			
	manuals			
3	Teaching, learning	3.1. Ask tutors to read the	3.1 Read the assessment	40 mins
0.	and assessment	assessment activities in	activities in the	40 1111113
	activities for the			
		the manual(s) and	manual(s) and identify	
	lesson.	identify areas that	areas that require	
•	Reading of teaching	require clarification	clarification especially	
	and learning	especially on <i>GESI</i>	on <i>GESI</i> related	
	activities and	related activities. E.g.,	activities.	
	identification of	tutors should		
	areas that require	appreciate the work of		
	clarification	female and SEN		
	especially GESI	student teachers		
	related activities.	during practical		
•	Reading of teaching	activities.		
	and learning			
	activities and	3.2. Refer to the NTEAP	3.2 Refer to the NTEAP	
	identification of	document. and let	document focusing on	
	GESI and ICT issues	tutors focus on subject	subject portfolio and	
	that require	portfolio and subject	subject project and	
	clarification.	project and indication	indication hoe the	
	ciarification.	how the lesson will	lesson will contribute	
	Deceller of	contribute to these	to these	
•	Reading of	continuite to these	to these	
	assessment			
	opportunities and			
	ensuring they are			
	aligned to the			
	NTEAP and required			
	course assessment:			
	subject project			
	(30%), subject			
	portfolio (30%) and			
	end of semester			
	examination (40%)			
	Working through			
	one or two			
	activities,			
	activities,			
C	idance notes for	NB.		
	HoD.			
JL/		•		
•	Select activities,	be done within the		
	linked to CLO and			

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

- context of the various TVET domains.
- b) Appropriate instructional approach should be used in the delivery of lessons.
- c) Due emphasis should be given to practical activities.
- d) Emphasis should be devoted on Portfolio preparation.
- e) For practical products class jury and peer assessment must be encouraged.
- f) Assessment of practical activities should be done in compliance with a check list (stage-by-stage), noting specific skills to be acquired at each of the ideation stages, e.g., preliminary sketches/preparatory stage, production sketch/production stage, prototype, etc.
- g) In this lesson, final products are not the target but the understanding and proper application of theories, principles, processes, procedures as well as appropriate use of tools and compliance with safety rules in the studios, workshops, kitchens,

	including digital		ms are to be		
	skills, are being	observed and assessed.			
	developed or				
	applied.	h) Emphasis should be			
			on creative		
	Makes links to the	•	tion of		
•					
	existing PD Themes		edge and skill,		
	with page reference		tion, teamwork		
	where they can	and rel	evant application		
	support teaching,	of ICT t	ools and skills		
	for example: action	and eff	ective		
	research,	commu	utation skills		
	questioning and to	using t	he technical		
	other external	terms.			
	reference material.	terris.			
	reference material.		ta atta a alaa dal		
		,	tention should		
•	Identify where		paid to		
	power point		ual differences as		
	presentations or	=	of facilitating GESI		
	other resources	compli	ance.		
	need to be				
	developed to	3.3 Lead tu	itors to develop	3.3. Develop power point	
	support learning	power	point	presentation skills and	
	and provide	-	tation skills and	other TLMs resources	
	guidance.	•	LMs resources	need to support	
	galadiice.		o support	teaching and learning	
	Idoutifi monormono		ng and learning	activities.	
•	Identify resources	activiti		activities.	
	required for any	activiti	es.		
	TLMs and provide				
	guidance on their				
	development				
4.	Evaluation and	4.1 Ask tut	ors if there is any	4.1 Individually, identify	10 mins
	review of session:	issue to	be discussed.	any outstanding issues	
•	Review learning			relating to lesson 1 for	
	and identification of			clarification.	
	any outstanding				
	issues relating to	4.2 Make s	sure that	4.2 Individually, articulate	
	this lesson for		ody has a	how you will use the	
	clarification.	-	te plan for	knowledge and	
			ng. In the case of	understanding gained	
•	Course assignment		lved issues refer		
	o Advance			to prepare for Lessons	
	preparation	to the S	SVVLS	2.	
	 In the case of 				
	unresolved		ors to select one	4.3 Select one Tutor in	
	issues		n their course	your course area to	
		area to	observe their	observe your lesson	
		lesson	and feedback on	and back to the	
					

	the session in the next	session in the next	
	session.	session.	
Course assessment in			
Course assessment in	•	Lesson for the Semester	
accordance with the	(Please SL/HoD should prepar	e to lead the discussion.	
NTEAP: SWL need to	How to sco	ore practical lessons	
review assessment in	 Develop a check list ind 	icating stages of the process.	
the course manual to	ii. Identify skill(s) that mus	st be acquired.	
ensure it complies with	iii. Determine scores for ea	ach stage depending on the	
NTEAP implementation	complexity of the skill.		
and the 60%	iv. Completed artefact must be scored on the following criteria.		
continuous assessment	 Evidence of Preliminary/idea development process 		
and 40 % End of	Appropriate use of tools/material		
semester examination.	 Draft/craftsmanship 	(Composition-appropriate use of	
This means ensuring	principles and eleme	ents of design, Colour and tone, etc.	
subject project, subject	for 2-D works)	_	
portfolio preparation	 Originality 		
and development are	Suitability (NB if the work is not suitable it means all		
explicitly addressed in	• •	ation may be faulty).	
the PD sessions.		student teachers in the process	
	through the jury. Encourage	-	

Section 3

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

Age Phase:

Name of Subject:

TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON (3) TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Agriculture policy in Ghana: Horticulture and Landscaping Policy
- Tools, equipment, machines in animal production

Home Economics

- Textiles, Fibres, Fabrics and Clothing Management- Fabrication Processes
- Nutrition, Food and Commodities: Methods of heat transfer

Technical:

- Orthographic projections of engineering components in 3rd angles projections
- Working Drawings of Designs
- Land issues in the Construction Technology
- Electrical Components II (Resistors, Capacitors, and Inductors)

Visual Arts:

- Product and Structural Designs Stages of product/structural design
- Terminologies in Composition Terms and their meanings; Application of the terms in composition
- Studio Practice in concept of Areal/Tonal/Colour Perspective
- Introduction to the key issues in the National Teachers' Standards (NTS) and National Teacher Education Curriculum Framework (NTECF) curriculum in Visual Art

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

Focus: the bullet points provide the	Guidance notes on Leading the session. What the	Guidance Notes on Tutor Activity during the PD	Time in session
frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	SL/HoDs will have to say during each stage of the session	Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	session

1. Introduction /		Revision Activity:	15 mins
lesson overview			
 Reflection on previous PD Session (Introduction 	1.1. Start the PD Session with an Ice breaker. (a song or a short game)	1.1 Sing a song to start the PD Session. Or use a short game.	
to the course manual) • Introduction and overview	1.2. Ask tutors to mention challenging issues from their previous lessons that needs to be addressed.	1.2 Mention challenging issues from the previous lessons that needs to be addressed.	
of the main purpose of the lesson in the course manual.	1.3. Ask tutors to explain how useful the previous PD sessions was to learners' development.	1.3 Explain how useful the previous PD sessions was to learners' development.	
 Highlight cross cutting themes i.e., gender equality and 	(NB. Complete issues in Lesson 2 before proceeding to lesson 3)		
social inclusion (GESI), ICT.	1.4. Ask tutors to read the lesson description of the lesson.	1.4 Read the description of the lesson aloud.	
Identification of important or distinctive aspects of the lesson	1.5. Guide tutors to identify and discuss the important distinctive aspects of the lesson ((title of the lesson, relevant Previous Knowledge, purpose of the lesson and delivery mode.)	1.5 Identify and discuss important distinctive feature of the lesson.	
Reading and discussion of the introductory sections up to learning outcomes	1.6 Ask tutors to read and the introductory sections of the lesson up to learning outcomes. Refer to the relevant TVET manuals.	1.6 Read the introductory sections of the lesson up to learning outcomes of the lesson.	
	1.7 Ask tutors to identify the cross-cutting issues	1.7 List the cross-cutting issues in the lesson.	

		T	ı
	like GESI and ICT issues		
	in the lesson.		
		1.8 Brainstorm on how	
	1.8 Guide tutors to	GESI and ICT issues can	
	brainstorm on how GESI	be addressed during	
	and ICT issues in the	the lesson.	
	lesson could be		
	addressed? e.g., the use		
	of ICT tools such as		
	android phones for		
	research, female		
	learners operating		
	machines as in		
	Agriculture and		
	Technical, inadequate		
	tools, etc.		
The guidance notes	NB. These should be done		
for SL/HoD need to	within the context of the		
Provide short	various TVET domains		
overview of the			
lesson.			
 Identify 			
important or			
distinctive			
features of the			
lesson including			
use of digital			
tools and			
attention to			
equity and			
inclusion issues.			
 Identify 			
assessment,			
aligned to			
NTEAP.			
a Anticipata			
Anticipate augstions which			
questions which			
might arise from the introduction			
to the lesson and			
provide			
responses for			
SL/HoD.			
Anticipate			

			T
controversial questions related to GESI and ICT and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD.	2.1 Ask tutors to read	2.1 Read through the main	40 mins
Development (New learning likely to arise in this lesson): • Identification and discussion of concepts	through the main lesson and identify the features. (topic/subtopics, LOs, LIs, teaching and learning activities, assessment procedures, etc.)	lesson and identify the features of the lesson.	
 Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. 	2.2 Ask tutors to list the major concepts in the lesson, e.g. Sophisticated tool, equipment and machinery in animal production and Agricultural Policies and Associations. Methods of heat transfer. Land issues in the Construction Technology, Working Drawings of Designs. Electrical Components (Resistors, Capacitors, and Inductors). Orthographic	2.2 List and share the major concepts in the lesson with your colleagues.	

	projections of		
	engineering		
	components in 3rd		
	angles projections.		
	Introduction to the		
	key issues in the		
	National Teachers'		
	Standards (NTS) and		
	Teacher Education		
	Curriculum		
	Framework. Figure		
	and Perspective		
	Drawing, Terms,		
	and their meanings;		
	Application of the		
	terms in		
	composition.		
	Product and		
	Structural Designs -		
	Property (IP) and		
	Copyright Law		
	Stages of		
	product/structural		
	design.		
	acsigii.		
	2.3 Guide tutors to identity	2.3 Identity appropriate	
	appropriate tools and	tools and materials for	
	materials for teaching	teaching and learning	
	and learning the	the concepts in the	
	concepts in the lesson,	lesson,	
	e.g.	e.g., Wi-Fi and other	
	Wi-Fi and other	internet facilities	
	internet facilities	machines and machine	
	machines and	parts, NTS/ NTECF, etc	
	machine parts, NTS/	,	
	NTECF, etc.		
	NB. Please refer to the		
	various respective TVET		
	Course Manuals		
Guidance notes for	2.4 Ask tutors to investigate	2.4 Ask tutors to	
SL/HoD should	the possible challenging	investigate the possible	
Identify any	areas in the teaching of	challenging areas in	
aspect of the	the concepts identified	the teaching of the	
lesson that might	and share your views.	concepts identified and	
be challenging for		share your views.	
tutors in terms of	2.5 Let tutors discuss the	2.5 Let tutors discuss the	
new learning, and	needed resources for	needed resources for	
2.2	<u> </u>	1	1

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	which needs to be	the teaching and	the teaching and	
	considered prior	learning of the concepts	learning of the	
	to taking tutors	identified.	concepts identified.	
	through the			
	lesson activities	2.6 Share the needs	2.6 Share the needs	
	"walk through".	identified from your	identified from your	
	Equity and	course manual.	course manual.	
	inclusion issues as			
	well as ICT			
	resources need			
	consideration.			
•	The resources			
	needed must be			
	identified:			
	literature – page			
	referenced etc, on			
	web, YouTube,			
	physical			
	resources, power			
	point; how they			
	should be used.			
	Consideration			
	needs to be given			
	to local			
	availability.			
•	This section can			
	build on the PD			
	needs identified			
	from the course			
_	manuals	2441	248 144 1 11	
3	Teaching, learning	3.1 Ask tutors to read	3.1 Read the teaching and	40 mins
	and assessment	individually the teaching	learning activities in	
	activities for the	and learning activities.	lesson 3 as in the	
	lesson.		manuals.	
•	Reading of			
	teaching and	3.2 Lead tutors to share	3.2 Brainstorm and share	
	learning activities	their views on methods	your views on the	
	and identification	suggested in the manual	teaching and learning	
	of areas that	areas identified above	activities for Lesson 3	
	require	considering its ability to	in the manual. Write	
	clarification	deliver on GESI and ICT	out alternative ways of	
		needs of the learners.	delivering Lesson 3.	
	especially GESI	inceus of the learners.	uenvering Lesson 5.	
	related activities.	N.D. Davis Andrews Theory of the		
		N.B Run tutors through the		
•	Reading of	lesson using some of the		
	teaching and			
			-	

learning activities
and identification
of GESI and ICT
issues that require
clarification.

Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities,

methods prescribed in the manual, e.g.

- a) using hands-onactivities demonstrate how to operate machines, processes, procedure.
- b) provide documents and resource persons to speak to land litigation in the Agriculture sector.
- c) use life models to guide learners identify and realize proportions of the human body.
- 3.3 Ask tutors to suggest alternative ways to achieve the same or better result in delivering Lesson 3.
- 3.4 Ask tutors to read through the assessment types suggested for Lesson 3
- 3.5 Guide tutors to discuss the relevance or otherwise of assessment types in 3.4. above.
- 3.6 Ask tutors to think pair and share other ways to assess lesson 3 and share same with the whole group and present their report on a flipchart

- 3.3 Suggest alternative ways to achieve the same or better result in delivering Lesson 3.
- 3.4 Read through the assessment types suggested for lesson 3. Write them down on A4 paper.
- 3.5 Discuss the relevance or otherwise of assessment types in 4.5. above.
- 3.6 Think pair and share other ways to assess lesson 3 and share same with the whole group by presenting your report on a flip chart.

Guidance notes for SL/HoD should

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

NB.

- a) Motivate Subject
 Portfolio and subject
 project preparation.
- b) For practical products whole class appreciation and peer assessment must be encouraged.
- c) Practical activities should be done based on the necessary skills to be developed in handling tools and equipment, heart transfer etc.
- d) Monitoring and guidance of how processes and procedures are followed as in application of theories, principles as well as appropriate use of tools and equipment with safety rules in the studios, workshops, kitchens, and farms are to be observed and assessed.
- e) Also, to be emphasised is the creative application of knowledge and skill, innovation, teamwork and relevant application of ICT tools and skills.

	6. –		ı
 Identify where, and which, core and transferable skills, including digital skills, are 	 f) Encourage activities that will help students acquire the necessary transferable skills 		
being developed	such as students		
or applied.	working in group		
4 Evaluation and	4.1 Ask tutors to	4.1 Write down issues	15 mins
review of session:	individually write down	observed about the	
 Review 	issues observed about	session and share them	
learning and	the session and share	with the whole group for	
identification	them with the whole	further discussion.	
of any	group for further		
outstanding	discussion.		
issues relating			
to this lesson	Make sure everybody		
for	has prepared in advance		
clarification.	for teaching.		
 Course 			
assignment	In the case of		
o Advance	unresolved issues refer		
preparation	to the SWLs		
o In the case	4.2 Dansind tutans to	4.2. Bana anala anta i dantif.	
of unresolved	4.2 Remind tutors to identify a Critical friend	4.2 Remember to identify a Critical friend from the	
issues	from the same or related area, to observe	same or related area, to observe your lesson and	
	their lesson and be	be prepared to share the	
	prepared to share the	feedback with the whole	
	feedback with the	group during the next	
	whole group during the	session	
	next session.	30331011	
	Preparation for next PD		
	Session		
	Read the Lesson 4 for the		
	next session		
Course assessment in			
accordance with the			
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies			
with NTEAP			
implementation and			
the 60% continuous			
assessment and 40 %			

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

Session 4

Age Phase:

Year 2 Semester 2

Lesson 4 Topics for the TVET Domains for the Year 2 Semester 2 Agriculture

- 1. Agricultural Policies and Association: Agriculture policy in Ghana: Fisheries Policy
- 2. Agricultural Resources and Technology: Sustainable use of natural resources and farms

Home Economics:

- 3. Application of Theories and Principles in Clothing and Textiles: Fabric finishes
- 4. Application of Theories and Principles in Food and Nutrition: Food Commodities

Technical:

- 5. Engineering Drawing: Orthographic projections of engineering components in 3rd angles projections
- 6. Design and Realization II: Working Drawings of Designs
- 7. Construction Technology I: The agencies and documents involved in land acquisition and development.
- 8. Basic Electricals and Electronics: Semiconductors

Visual Arts:

- 9. Concepts of Idea Development (Ideation Product and Structural Designs Sample 2-D and 2-D Product/Structural art works from developed ideas.
- 10. Composition and Creative Expression in Visual Art: Branches of Visual Arts (2-dimensional design and 3-dimensional design
- 11. Figure and Perspective Drawing: Human Figure Characteristics of Human Figure and Related Canons
- 12. Curriculum Studies in Visual Art: Study of provisions in the JHS Visual Arts Curriculum The philosophy and rationale of Creative Arts

Focus: the bullet points	Guidance notes on	Guidance Notes on	Time in
provide the frame for	Leading the session.	Tutor Activity	session
what is to be done. The	What the SL/HoDs will	during the PD	
guidance notes in italics	have to say during each	Session. What PD	
identify the prompt the	stage of the session	Session participants	
SL/HoD needs and each		(Tutors) will do	
one must be addressed		during each state of	
		the session)	
		Guidance Notes on	
		Tutor Activity	
		during the PD	
		Session. What PD	
		Session participants	

			T , ,	
			(Tutors) will do	
			during each state of	
			the session)	
1. Introduction / lesson	1.1.	Ask tutors to use	1.1 se shower	15 mins
overview		shower thoughts	thoughts to	
Reflection on		to revise previous	revise the	
previous PD Session		lesson.	previous lesson.	
(Introduction to the		10000111	previous resserii	
,	1.2.	Ask the critical	1.2 Critical friends	
course manual)	1.2.			
Introduction and		friend who	give follow-up	
overview of the		observed the	report	
main purpose of		lesson to give		
the lesson in the		report.		
course manual.	1.3.	Ask tutors to	1.3 Discuss the main	
 Highlight cross 		discuss the main	purpose of the	
cutting themes i.e.,		purpose of the	lesson in the	
gender equality and		lesson in the	course manual.	
social inclusion		course manual		
(GESI), ICT.	1.4.	Ask tutors to probe	1.4 Discuss GESI and	
Identification of		gender equality	use of ICT	
important or		and social	resources issues	
distinctive aspects		inclusion (GESI)	in this lesson.	
of the lesson		issues and the use	iii tiiis iessoii.	
		of ICT resources		
Reading and		that will arise in		
discussion of the				
introductory		this lesson.	1.1	
sections up to	1.5.	Ask tutors to read	1.5 Read the lesson	
learning outcomes		the lesson	description for	
		description for	lesson 4	
		lesson 4		
		individually.		
	1.6.	Ask tutors to	1.6 Discuss the	
		discuss the	relevance and	
		relevance and	alignment	
		alignment of	learning	
		learning	outcomes and	
		outcomes and the	the learning	
		learning indicator	indicator for	
		for lesson 4.	lesson 4.	
		101 103011 4.	1033011 4.	
	NR·+	his should be done in		
		ious TVET domains		
		tion topics for		
		s stated in course		
	manu			
	Agric	culture		

- a) Agriculture policy in Ghana: Animal Production Policy
- b) Sustainable use of natural resources and farms

Home Economics:

- a) Fabric finishes
- b) Food Commodities

Technical:

- a) Semiconductors
- b) Orthographic projections of engineering components in 3rd angles projections
- c) Working Drawings of Designs
- d) The agencies and documents involved in land acquisition and development.

Visual Arts:

- The philosophy and rationale of Creative Arts
- b) Characteristics of Human Figure and Related Canons
- c) Branches of Visual
 Arts (2- dimensional
 design and 3 dimensional design
- d) Product and Structural Designs – Sample 2-D and 2-D Product/Structural art works from developed ideas.

The guidance notes for SL/HoD need to

- Provide short overview of the lesson.
- Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.
- Identify assessment, aligned to NTEAP.
- Anticipate questions
 which might arise from
 the introduction to the
 lesson and provide
 responses for SL/HoD.
 Anticipate controversial
 questions related to
 GESI and ICT and
 provide responses for
 SL/HoD.
- Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD

- 1.7 Lead tutors discussion on short overview of the lesson.
- 1.8 Ask to tutor identify important or distinctive features of the lesson when using digital tools:
- 1.9 Lead discussion on the course assessment opportunities for lesson in NTEAP the can that be applied to this lesson.
 Refer the NTEAP document.

GESI issues

NB: Equity, Inclusion, culture Issues may affect lesson.

Cultural background and SEN issues may affect lesson on cooking, sewing, caving, drawing living things (animals and humans), Land acquisition issues, etc.

Equal opportunities should be given all student teachers during practical lessons irrespective of gender and ability.

Land acquisition demand core values such as honesty, integrity, and responsible citizenship.

- 1.7 Discussion view of the lesson.
- 1.8 Identify important or distinctive features of the lesson using digital tools.
- 1.9 Discuss the course assessment opportunities for lesson in NTEAP.

2. Concept Development (New learning likely to	2.1. Ask tutors to identify and discuss the	2.1 Identify and discuss concepts in	25 mins
arise in this lesson):Identification and discussion of concepts	concepts of lesson 4 (as it pertains to the various TVET domains).	lesson 4.	
 Identification of possible challenging 	2.2 Ask tutors to write possible challenging areas in teaching of the concepts identified	2.2 Write challenging areas in teaching the concepts	
 areas in teaching of the concept. This may include GESI and ICT related concepts. Identification of needed GESI 	2.3. Lead tutors to discuss the equity and inclusion issues considered in this lesson.	2.3 Discuss the equity and inclusion issues considered in this lesson.	
responsive and ICT resources for the teaching and learning of the concept.	2.4 Ask tutors to list the needed resources for the teaching and learning of the concepts.	2.4 List the needed resources for the teaching the concepts.	
	NB: Materials and resources for the lesson must be GESI responsive.		
Guidance notes for	NB : This section is based		
SL/HoD should	on the PD needs		
Identify any aspect of	identified from the course		
the lesson that might be challenging for	manuals.		
tutors in terms of new learning, and which needs to be considered prior to taking tutors	Challenging areas that may need consideration in the lesson.		
through the lesson	Agriculture		
activities "walk	a) Some students may		
through". Equity and	fear water bodies.		
inclusion issues as well	b) Difficult in operating		
as ICT resources need consideration.	equipment and machines used in		
The resources needed	animal farming.		
must be identified:	c) Handling and		
literature – page	operating		
referenced etc, on web,	sophisticated tools,		
YouTube, physical	equipment and		

resources, power point; how they should be used. Consideration needs to be given to local availability.

 This section can build on the PD needs identified from the course manuals machinery in fish farming.

Home Economics

a) Cultural background student teachers that may affect cooking methods and sewing lessons.

E.g., May a male cooking "Akple" continuously affect his manhood because he is exposed to fire?

b) Male and SEN student teachers may not be motivated or to practice the skills cooking or sewing women dress.

Technical

- a) Handling and operation of tools by female and SEN students in Technical skills.
- b) For construction lessons, the agencies and documents involved in land acquisition and development must be based National Building Policy.
- c) The role of Land Commission in land acquisition.

		_		T
		Visual Art a) Student teachers developing a personal philosophy of teaching Visual Art. b) Religious and cultural background of students may have influence on the study Visual Art. General Information Abstract teaching of practical lessons due to lack workshops, models and studios.		
		 a) Explore local materials for practical work if it they are available. b) Consider equity and inclusion issues when resources for the lesson. 		
		c) Refer to the course manual when selecting ICT resources for the lesson		
3.	Teaching, learning and	3.1 Ask tutors to read	3.1 Read through	40 mins
	assessment activities for the lesson.	through the teaching and learning activities	notes on teaching and	
•	Reading of teaching and learning activities and identification of areas that require clarification especially	and identify areas that require clarification on GESI or/and ICT related activities.	learning activities in lesson 4.	
•	GESI related activities. Reading of teaching and learning activities	3.2 Walk tutors through the activities related to the lesson, e.g.	3.2 Follow the sample lesson	

- and identification of GESI and ICT issues that require clarification.
- Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.
- a) Visit fishpond in the locality to give learners first-hand experience.
- b) Use Animal
 Production Policy
 document to explain
 policies regarding
 fisheries to learners.
- c) Inviting resource person(s) to explain and demonstrate processes for learners to see.
- d) Visit Textile Printing
 Houses, Hospitality
 centers like Hotels,
 Guest houses to give
 learners a practical
 feel.
- e) Take student teachers to a workshop nearby to have a practical feel of the lesson.
- f) Demonstrate to learners how to go about Working Drawings of Designs.
- g) Discuss with learners the agencies and documents involved in land acquisition and development.
- h) Take learners out to observe nature. Guide them to pick ideas from nature for the Ideation process.
- i) Demonstrate using a model the Characteristics of Human Figure and Related Canons
- j) Put learners in mixed ability groups to think pair and share the provisions in the JHS

Visual Arts Curriculum (The philosophy and rationale of Creative Arts), etc. 3.3 Ask tutors to use think-pair-share to discuss the learning activities that require the use of ICT tools in lesson 4. E.g. Use YouTube and pre-recorded video, etc. to clarify aspect of the lesson 3.4 Ask a tutor to identify course assessment opportunities in lesson 4. 3.5 Ask tutors to verify how assessment in lesson 4 is aligned with the NTEAP. (refer to the
think-pair-share to discuss the learning activities that require the use of ICT tools in lesson 4. E.g. Use YouTube and pre-recorded video, etc. to clarify aspect of the lesson 3.4 Ask a tutor to identify course assessment opportunities in lesson 4. 3.5 Ask tutors to verify how assessment in lesson 4 is aligned with the NTEAP. Sideas regarding the activities that require the use of ICT in lesson 4. 1.4 Ask a require the use of ICT in lesson 4. 3.4 Identify course assessment opportunities in lesson 4.
pre-recorded video, etc. to clarify aspect of the lesson 3.4 Ask a tutor to identify course assessment opportunities for lesson 4. 3.5 Ask tutors to verify how assessment in lesson 4 is aligned with the NTEAP. 3.4 Identify course assessment opportunities in lesson 4. 3.5 Verify the alignment of assessment with the
identify course assessment opportunities in opportunities for lesson 4. 3.5 Ask tutors to verify how assessment in lesson 4 is aligned assessment with the with the NTEAP.
how assessment in alignment of lesson 4 is aligned assessment with the with the NTEAP.
manual and NTEAP document)
Guidance notes for In addition to provisions
SL/HoD should in the manual, tutors
Select activities, linked may explore other
to CLO and indicators, approaches and from the lesson that resources in delivering
are likely to be most Lesson 4, eg.
different from tutors' Use video to illustrate
previous experience. challenging areas in
These could involve lessons to clarify
applying new content, concepts.
e.g. from section 2, or approaches to Resources required for
teaching, learning and Teaching Lesson.
assessment, incl. a) Land Commission/
gender responsive, National Building
differentiation and Policy Document/ inclusive approaches Reports, Agricultural
inclusive approaches Reports, Agricultural and use of appropriate Mechanization
ICT tools. Training Manual

	I do natific la non non	h۱	Use ICT tools		
•	Identify how any	b)	Use ICT tools		
	assessments during the		(computer Software		
	lesson relate to course		like AutoCAD, Adobe		
	assessment		Photoshop, Coral		
	components.		<i>Draw, PowerPoint</i>) in		
•	The selected activities		the teaching		
	should be done with		Semiconductors,		
	tutors in real or close to		Cooking, Sewing,		
	real time.		Drawing, Human		
•	Anticipate any issues		figure drawing, etc.		
	for clarification or	c)	Use OERs to surf		
	questions which might	,	libraries and books for		
	arise as the tutors work		information on the		
			lesson.		
	through the activities	٩/	Identify assessment		
	and provide guidance	d)	•		
	on these.		opportunities for		
•	Identify where, and		lesson: Refer to		
	which, core and		Course Manual, NTS,		
	transferable skills,		NTEAP, GESI.		
	including digital skills,				
	are being developed or				
	applied.				
•	Makes links to the				
	existing PD Themes				
	with page reference				
	where they can support				
	teaching, for example:				
	action research,				
	questioning and to				
	other external				
	reference material.				
	Identify where power				
	point presentations or				
	other resources need				
	to be developed to				
	support learning and				
	provide guidance.				
•	Identify resources				
	required for any TLMs				
	and provide guidance				
	on their development				
4	Evaluation and review	4.1.	Ask tutors if there are	4.1 Identify any	10 mins
	of session:		any outstanding	outstanding	
	 Review learning and 		issues relating to this	issues relating to	
	identification of any		lesson that need	this lesson for	
	outstanding issues		clarification.	clarification.	
	relating to this				

lesson for clarification.	4.2.	Ask a tutor to give review learning.	4.2 Give a summary of the session.
 Course assignment 		· ·	
 Advance preparation In the case of unresolved issues 	4.3.	Lead tutors to brainstorm on advance preparation activities for lesson.	4.3 Brainstorm on advance preparation activities for Lesson 4.
	4.4.	Ask tutors to identify materials that will be required for practical activities of the lesson.	4.4 Identify materials required for practical activities of the lesson.
	4.5.	Ask tutors to iidentify a critical friend in the department who can follow and report on your lesson delivery at the next PD session.	4.5 Identify a critical friend to report on your lesson delivery at the next PD session
Course assessment in		Key Assessment L	esson for the Semester
1	1		

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

Key Assessment Lesson for the Semester (Please SL/HoD should prepare to lead the discussion.

Building of Portfolios

- i. Identify the variety of items that can go into a portfolio in TVET.
 - Sketches
 - Finished 2D/3D works.
 - Scrap book
 - Cut out articles from magazines/newspapers, etc.
 - Written projects/assignments
 - Downloads from the internet
 - Power point presentations
 - Photographs/videos, etc.
- ii. Deeside the appropriate form of the portfolio. Portfolios ca be either soft or hard portfolios.
- iii. Portfolios should not exist only for assessment. They constitute a private library for the learner, now and the future.
- iv. For Visual Art, is a necessary requirement for the scoring of any practical project work.

Session 5

TUTOR PD SESSION LESSON FOR TVET DOMAIN COURSE MANUALS

Age Phase:

Name of Subject: (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

Lesson 5 Topic for the TVET Domains for the Year 2 Semester 2 Agriculture

- Agricultural Policies and Association: Agriculture policy in Ghana: Fisheries Policy
- Agricultural Resources and Technology: Type, properties, handling and use of crop farming materials.

Home Economics:

- Application of Theories and Principles in Clothing and Textiles: Textiles, Fibres,
 Fabrics and Clothing Management, Care and maintenance of clothing
- Application of Theories and Principles in Food and Nutrition: Food Commodities

Technical:

- Engineering Drawing: Construction of Sectional Views
- Design and Realization II: Scale Modelling of Designs
- Construction Technology I: Construction materials
- Basic Electricals and Electronics: Types of Semiconductors I (Extrinsic semiconductors, N-type semiconductors, and P-type semiconductors)

Visual Arts:

- Concepts of Idea Development (Ideation): Product/Structural Designs: concept abstraction and stylization
- Composition and Creative Expression in Visual Art: Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs
- Figure and Perspective Drawing: Human Figure: Rendering of women, men and children.
- Curriculum Studies in Visual Art: The Study of provisions in the JHS Visual Arts Curriculum

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session.	Activity during the PD	session
frame for what is	What the SL/HoDs will	Session. What PD Session	
to be done. The	have to say during each	participants (Tutors) will	
guidance notes in	stage of the session	do during each state of	
italics identify the		the session) Guidance	
prompt the SL/HoD		Notes on Tutor Activity	
needs and each one		during the PD Session.	
must be addressed.		What PD Session	
		participants (Tutors) will	
		do during each state of	
		the session)	

	Introduction /		Povision Activity:	20 mins
•	Introduction /	1.1. Ask tutors to recall	Revision Activity:	20 mins
_	lesson overview	two challenging	1.1 Mention challenging issues from your	
•	Reflection on		I -	
	previous PD Session	issues they had in	previous lessons and	
	(Introduction to the	lesson 4 and how	tell the group how	
	course manual)	they addressed	you addressed it.	
		them, e.g., Lack of		
•	Introduction and	tool and equipment,		
	overview of the	etc.		
	main purpose of			
	the lesson in the	1.2. Ask tutors to probe	1.2 Discuss <i>GESI</i> and <i>ICT</i>	
	course manual.	gender equality and	issues during	
		social inclusion	previous lesson (4).	
•	Reading and	(GESI) issues and the		
	discussion of the	use of ICT resources		
	introductory	that aroused during		
	sections up to	lesson 4.		
	learning outcomes			
	learning outcomes	Focus on the new		
	I Calabaha aya sa	Lesson.		
•	Highlight cross	1.3. Ask tutors to read	1.3 Read the Purpose and	
	cutting themes i.e.,	the Lesson	Lesson Description	
	gender equality and		for Lesson 5	
	social inclusion	Description and the	TOT LESSOTT 5	
	(GESI), ICT.	Purpose for lesson 5		
		individually.		
•	Identification of			
	important or	1.4. Ask tutors to	1.4 List and compare the	
	distinctive aspects	compare the	learning outcomes	
	of the lesson	learning outcomes	and learning indicator	
		and learning	for lesson 5 with the	
		indicator with the	lesson description	
		lesson Description	and Purpose of the	
		and the purpose for	lesson	
		lesson 5 to see their		
		alignment (as it		
		pertains in their		
		respective TVET		
		domains) e.g.,		
		Agriculture, Home		
		Economics,		
		Technical, Visual Art.		
		·	1 E Idontify the	
		1.5. Ask tutors to identify	1.5 Identify the	
		the important	important features of	
		features of the	the lesson of 5.	
		lesson of 5 (refer		
		manual)		

			r
	What is the		
	relationship between		
	CLOs and CIs?		
	1.6. Ask tutors to discuss	1.6 Discuss the important	
		I -	
	equity and inclusion	features of the lesson	
	as well use of digital	in the including	
	tools needed for the	equity and inclusion	
	lesson, e.g. GESI,	as well as the digital	
	use of ICT skills in	tools needed for	
	teaching, critical	lesson 5	
	thinking, problem	10330113	
	solving,		
	communication		
	skills, etc.		
	1.7. Ask tutors to identify	1.7 Identify any possible	
	and discuss any	challenging in the use	
	challenges they	of digital tools	
	-	_	
	envisage in the	envisage in teaching	
	delivery of the	of the concepts.	
	lesson.		
The second section	Defects detailed to the		
The guidance notes for	Refer to details in the		
SL/HoD need to	respective TVET		
	manuals.		
Provide short			
overview of the			
lesson.			
Identify			
·			
important or			
distinctive			
features of the			
lesson including			
use of digital			
tools and			
attention to			
equity and			
inclusion issues.			
Identify			
assessment,			
aligned to			
NTEAP.			
Anticipate			
questions which			
might arise			
_			
from the			
introduction to			
the lesson and		İ	I

	T	T	
provide			
responses for			
SL/HoD.			
Anticipate			
controversial			
questions			
related to GESI			
and ICT and			
provide			
responses for			
SL/HoD.			
Issues that			
prompted			
questions or			
discussion			
during			
curriculum and			
course writing			
may well also			
be issues for			
SL/HoD	2.1 Ask tutous to used	2.1 Dood identify and	40
2. Concept	2.1. Ask tutors to read	2.1 Read, identify and	40 mins
Development (New	and identify the key	discuss the key	
learning likely to	features of the	features of the	
arise in this lesson):	lesson and discuss	lesson.	
 Identification and 	them. (Topic/sub		
discussion of	(topics, LOs, LIs,		
concepts	teaching and		
	learning activities,		
	assessment		
	procedures, etc.)		
	e.g. What is the		
	relationship		
	between CLOs and		
	Cls?		
		2.2 List and discuss the	
	2.2. Ask tutors to list and	2.2 List and discuss the	
	discussion the major	major concepts and	
	concepts/issues in	issues in lessons 5	
	the lessons e.g.		
	Agriculture policy in		
	Ghana: Fisheries		
	Policy, Type,		
	properties, handling		
	and use of crop		
	farming materials, Construction of		

Sectional Views, Scale Modelling of Designs, Construction materials, Textiles, Fibres, Fabrics and Clothing Management, Care and maintenance of clothing, Food Commodities, Types of Semiconductors (Extrinsic semiconductors, N- type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Bady Parts), The Study of provisions in the JHS Visual Arts Curriculum 2.3 Ask tutors to write possible challenging areas they found in teaching and learning of the concept. eldentify any aspect of the lesson that might be challenging for tutors in terms of new learning, and sections Ask Sudorn teachers in the Construction, issues of female to male				
Designs, Construction materials, Textiles, Fibres, Fabrics and Clothing Management, Care and maintenance of clothing, Food Commodities, Types of Semiconductors (Extrinsic semiconductors, N- type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum 1. Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. 1. Identify any aspect of the lesson that might be challenging for tutors in terms of 2.3 Read through lesson 5 and identify possible challenging areas in teaching of the concepts identified. 2.3 Read through lesson 5 and identify possible challenging areas in teaching of the concepts identified.		· ·		
Construction materials, Textiles, Fibres, Fabrics and Clothing Management, Care and maintenance of clothing, Food Commodities , Types of Semiconductors (Extrinsic semiconductors, N-type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts-Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum Identification of needed GESI responsive and ICT resources for the teaching and learning of the concepts identified in lesson 5, e.g. equity and inclusion issues, issues regarding female and SEN student teachers in the tachlenging for tutors in terms of Construction, issues				
materials, Textiles, Fibres, Fabrics and Clothing Management, Care and maintenance of clothing, Food Commodities , Types of Semiconductors (Extrinsic semiconductors, N- type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum 1.3 Ask tutors to write possible challenging areas they found in teaching of the teaching and learning of the concept. Identify any aspect of the lesson that might be challenging for tutors in terms of materials, Textiles, Fibres, Fabrics and Clothing Management, Care and maintenance of clothing, Food Commodities, Types of Semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors newiconductors (Extrinsic semiconductors newiconductors (Extrinsic semiconductors newiconductors (Extrinsic semiconductors newiconductors (Extrinsic semiconductors newiconductors (Extrinsic semiconductors newiconductors (Extrinsic semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors, N- type semiconductors (Extrinsic semiconductors newiconductors (Extrinsic semiconductors		<u>-</u>		
Fibres, Fabrics and Clothing Management, Care and maintenance of clothing, Food Commodities , Types of Semiconductors (Extrinsic semiconductors, N- type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum 1. Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. Identify any aspect of the lesson that might be challenging for tutors in terms of Construction, issues				
Clothing Management, Care and maintenance of clothing, Food Commodities , Types of Semiconductors (Extrinsic semiconductors, N- type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum 2.3 Ask tutors to write possible challenging areas they found in teaching of the concepts identified in lesson 5, e.g. equity and inclusion issues, issues regarding female and SEN student thealtenging for tutors in terms of Construction, issues		· · · · · ·		
Management, Care and maintenance of clothing, Food Commodities , Types of Semiconductors (Extrinsic semiconductors, N-type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum 2.3 Ask tutors to write possible challenging areas they found in teaching and learning of the concept. equity and inclusion issues, issues, issues regarding female and SEN student teachers in the Construction, issues		Fibres, Fabrics and		
and maintenance of clothing, Food Commodities , Types of Semiconductors [Extrinsic semiconductors, N- type semiconductors, and P-type semiconductors), Creative Expression in Visual Arts- Revising concepts and reporting on 2-D & 3-D designs, Product/Structural Designs: concept abstraction and stylization, Human Figure: Features: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum I identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. I in lesson 5, e.g. equity and inclusion issues, issues of the lesson that might be challenging for tutors in terms of Construction, issues		Clothing		
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challenging for teachers in the tutors in terms of Construction, issues				
tutors in terms of Construction, issues				
new learning and Of Terrible to Mille		· ·		
0,	new learning, and			
which needs to be models, etc.		models, etc.		
considered prior to	considered prior to			

	taking tutors	NB. All discussion should	2.4 List and discuss	
	taking tutors through the lesson	be done within the	equity and inclusion	
	activities "walk	various TVET domains.	issues in the	
	through".	2.4 Ask tutors to list and	concepts.	
		discuss equity and		
		inclusion issues in		
		the concepts.		
		2.5 Ask tutors to list the	2.5 Identify and list on 'A	
		needed resources for	4' sheet the needed	
		the teaching and	resources for the	
		learning of the	teaching and learning	
		concepts identified in	of the concepts	
		lesson 5, e.g.,	identified in lesson 5.	
		projector, computer,		
		Drawing tool,		
		materials and		
		equipment,		
		Agricultural		
		Mechanisation		
		Centre Training		
		Centre Report,		
		model, NTEF, JHS		
		Curriculum, etc.		
	idance notes for	NB. These should be		
SL	/HoD should	considered within the		
•	Equity and inclusion	various TVET domains.		
	issues as well as ICT			
	resources need	Tutor may let student		
	consideration.	teachers take turns to		
•	The resources	pose for drawing the		
	needed must be	human figure in the		
	identified:	absence of a college		
	literature – page	model.		
	referenced etc., on			
	web, YouTube,	But care must be taken		
	physical resources,	not to unduly expose		
	power point; how	vulnerable students,		
	they should be	(females and students		
	used. Consideration	with SEN) to ridicule.		
	needs to be given	, , , , , , , , , , , , , , , , , , ,		
	to local availability.			
	This section can			
	build on the PD	NB. Do not asking		
		female students to pose		
	needs identified	for male students to		
	from the course	draw		
	manuals	araw		

3	Teaching, learning	3.1	. Ask tutors to read	3.1 Read through the	40 mins
	and assessment		through the teaching	teaching /learning	
	activities for the		/learning activities.	activities.	
	lesson.				
	Reading of teaching	3.2	Ask tutors to identify	3.2 Identify prescribed	
	and learning		prescribed	teaching/learning	
	activities and		teaching/learning	methods for Lesson 5.	
	identification of		methods for the		
	areas that require		Lesson 5 including		
	clarification especially GESI		GESI and ICT compliant		
	related activities.		approaches (refer to		
	related activities.		manual)		
	Reading of		manaarj		
	assessment	3.3	Guide tutors through	3.3 Go through Lesson 5	
	opportunities and		the Lesson 5	as led by the PDC.	
	ensuring they are	a)	Use resource persons	,	
	aligned to the		and Ministry of		
	NTEAP and required		Agriculture		
	course assessment:		publications to		
	subject project		discuss Fisheries		
	(30%), subject	l	Policy in Ghana		
	portfolio (30%) and	b)	Takes learners to a		
	end of semester		model farm to seat		
	examination (40%)		firsthand types,		
	Working through one or two		properties, handling		
	activities,		and use of crop farming materials		
	activities,	c)	Use diagram, pre-		
		۷,	recorded videos or		
			take learners to a		
			construction site to		
			experience at first		
			hand Construction of		
			Sectional Views,		
			Scale Modelling of		
			Designs, Construction		
			materials		
		d)	Use sample Textiles,		
			Fibres, Fabrics to		
			show learners		
			Clothing		
			Management, Care		
			and maintenance of clothing.		
			ciotiling.		

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	e) Use brainstorm to		
	discuss with learners		
	Food Commodities,		
) Use variety of		
	materials to illustrate		
	to learners the		
	various Types of		
	Semiconductors		
	(Extrinsic		
	semiconductors, N-		
	type semiconductors,		
	and P-type		
	semiconductors)		
{	g) Use mixed ability		
	group discussion to		
	revise lessons on the		
	concepts in Creative		
	Expression in Visual		
	Arts- 2-D & 3-D		
	designs		
	n) Let learners engage		
	in a hands-on activity		
	to Product/Structural		
	Designs		
i) Guide learners to try		
	their hands on		
	abstraction and		
	stylization.		
j) Use models to guide		
	learners to draw		
	Features of the		
	human body.		
	k) Use discussion to the		
	Study the provisions		
	in the JHS Visual Arts		
	Curriculum, etc.		
:	3.4 Ask tutors to discuss	3.4 Discuss in pairs the	
	in pairs (where	suitability of the	
	possible) the	suggested lesson	
	suitability of the	delivery methods in	
	suggested lesson	the manual for lesson	
	delivery methods for	5 and identify	
	lesson 5	learning activities	
	IC33UII J	_	
		that require ICT	
) C Ack tutous to	issues	
	3.5 Ask tutors to suggest	3.5 Suggest other	
	other possible lesson	possible lesson	

		do	livery methods for	delivery methods for	
			son 5	lesson 5	
			ad tutors to discuss	3.6 Discuss how to align	
			w to ensure that	assessment to the	
			essment is aligned	NTEAP in the course	
			th the NTEAP and	manual	
			e required course	Illaliual	
			sessment in the		
			urse manual.		
6	idance notes for		NB.		
	HoD should	a)	IVD.		
3L/	Select activities,	h)	All activities		
•	linked to CLO and	D)	should be in line		
			with the course		
	indicators, from the				
	lesson that are		manual, NTS ,		
	likely to be most different from		NTEAP, GESI. etc.		
		۵۱	Day attention and		
	tutors' previous	c)	Pay attention and		
	experience. These		give assistance to SEN student		
	could involve		teachers who		
	applying new				
	content, e.g. from		have difficulty in		
	section 2, or		handling tools		
	approaches to		and equipment in		
	teaching, learning		Engineering		
	and assessment,		drawing and		
	incl. gender		Woodwork,		
	responsive,		Visual Art, Home		
	differentiation and		Economics and		
	inclusive		Agriculture.		
	approaches and use	الم	lloo wimbt		
	of appropriate ICT	a)	Use right		
	tools.		teaching		
•	Identify how any		approach in		
	assessments during		practical lessons to involve all		
	the lesson relate to				
	course assessment		student teachers.		
	components.	-1	Encure the enfat		
•	The selected	e)	Ensure the safety		
	activities should be		of SEN student		
	done with tutors in		teachers		
	real or close to real		especially when		
	time.		handling tools		
•	Anticipate any		and equipment.		
	issues for				
	clarification or	f)	Give equal		
	questions which		opportunity to		

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

- female and SEN students in Agriculture, Visual Art, Home Economics and Technical skills when operating machines.
- g) Practical
 activities should
 be given
 prominence but
 must be done in
 safe environment.
- h) Encourage the building of appropriate Portfolios.
- i) Assessment must in compliance with the NTEAP
- j) Use mixed ability groups in practical activities to enhance collaboration, teamwork, etc.
- k) Due attention should also be paid to individual differences as a way of facilitating GESI compliance.
- I) In Curriculum studies, relate the activities to Basic Education curriculum.

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 4 Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment	 4.1 Ask tutors if there are any other outstanding issues that needed clarification. 4.2 Ask tutors to identify critical friends who could follow-up and report on your lesson delivery at the next PD session. a) Make sure that everybody has a concrete plan for teaching. b) Remind tutors to use the core and transferable skills 	 4.1 Review learning activities this lesson session 4.2 Identify one tutor who can observe you and report on your lesson delivery at the next PD session. 	10 mins
	effectively in their lessons. c) Consult the SWLs in the Collage if necessary. d) Ask tutor to read the lesson six before the next PD Session		
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	 SWL/SL/HODs to enter teachers do their supreparation and de 	nsure that tutors assist stude ubject project, subject portforce evelopment in relation to les manual, NTEAP, etc.	olio

Session 6

Year 2 Semester 2

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

Age Phase:

Name of Subject: TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Handling and use of horticultural and landscape design materials.
- Agricultural Mechanization Policies

Home Economics

- Management Principles and Family Resource Management -Theories/concepts of Management
- Management Principles and Family Resource Management

Technical:

- Characteristic of Construction materials
- Scale Modelling of Designs
- Assembly drawing of engineering components
- Types of Semiconductors II- PN junction, Junction Breakdown, and Diodes

Visual Arts:

- Undertaking independent work in composition through Studio practice: 2-D art works / compositions from natural and man-made objects.
- The Study of provisions in the JHS Visual Arts Curriculum Develop a sample lesson indicating the Class level, Stands, the content Standards, Indicators and Suggested Activities.
- Human Figure: Features: (Body Parts)
- Product/Structural Designs: Study of some selected Product designs for ideas

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TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done. The	say during each stage of	participants (Tutors) will do	
guidance notes in	the session	during each state of the	
italics identify the		session) Guidance Notes on	
prompt the SL/HoD		Tutor Activity during the	
needs and each one		PD Session. What PD	
must be addressed		Session participants (Tutors)	
		will do during each state of	
		the session)	

 Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and social inclusion 	 1.1 Ice breaker Ask tutors to write one thing they learnt at their PD session 5 and how they applied it in their teaching. 1.2 Ask tutors to share their views and experiences with the whole group either: any interesting or challenging experiences, they had in class. 	 1.1 Revision Activity: Write one thing you learnt in PD session 5 and how you applied it in your teaching. 1.2 Share your views with the whole group (exiting or/and challenging experiences. 	15 mins
(GESI), ICT.Identification of important or distinctive aspects of the lesson			
Reading and discussion of the introductory sections up to learning outcomes	1.3 Ask tutors to read the introduction to lesson 6, (refer manual)	1.3 Read the introduction to lesson 6 silently	
	1.4 Ask tutors to discuss the introduction to lesson(s): Lesson title, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, Core and transferable skills and cross cutting issues, including equity and inclusion, etc.	1.4 Discuss the introduction to lesson 6, (refer to the respective manuals)	
	1.5 Ask tutors to 'think, pair and share' what they consider as the focus of the lesson.	1.5 Pair and share what you see as the focus of the lesson.	

		T	T	1
		1.6Ask tutors to Identify	1.6 Identify and discuss any	
		and discuss any unique	uniqueness or/and	
		or distinctive features	distinctiveness of	
		of Lesson 6.	Lesson 6	
Tŀ	ne guidance notes	NB. These should be done		
fo	r SL/HoD need to	within the context of the		
	•	various TVET domains.		
2	Concept	2.1 Ask tutors to read	2.1 Read through the main	40 mins
	Development	through the main	lesson and identify the	
	(New learning	lesson and identify	features of the lesson.	
	likely to arise in	the sections.	reactives of the lesson.	
	this lesson):	(topic/sub-topics, LOs,		
	• Identification	LIs, teaching and		
		_		
	and discussion	learning activities,		
	of concepts	assessment		
	 Identification 	procedures, etc.)		
	of possible			
	challenging	2.2 Ask tutors to list the	2.2 List the major concepts	
	areas in	major concepts in	in the lesson.	
	teaching of	lesson 6. e.g.	Share your list with the	
	the concept.	Handling and use of	whole group.	
	This may	horticultural and		
	include GESI	landscape design		
	and ICT	materials, Agricultural		
	related	Mechanization Policies,		
	concepts.	Management		
	Identification	Principles and Family		
	of needed	Resource Management		
	GESI	(Theories, concepts of		
		Management),		
	responsive	Management Management		
	and ICT	Principles and Family		
	resources for	•		
	the teaching	Resource		
	and learning	Management,		
	of the	Characteristic of		
	concept.	Construction materials,		
		Scale Modelling of		
		Designs, Assembly		
		drawing of engineering		
		components, Types of		
		Semiconductors (- PN		
		junction, Junction		
		Breakdown, and		
		Diodes), Undertaking		
		independent work in		
		composition through		
<u></u>		Studio practice (2-D art		

		<u>, </u>
	works/ compositions	
	from natural and man-	
	made objects), Study of	
	the JHS Visual Arts	
	Curriculum, Features of	
	the human body,	
	Product/Structural	
	I	
	Designs, Study of some	
	selected Product	
	designs for ideas, etc.	
	2.3 Ask tutors to write out on 'A4' sheets, the challenging areas they envisage in teaching the concept(s) identified and brainstorm on the possible approaches to use to overcome the difficulty.	2.3 Write possible challenging areas in teaching of the concept(s) identified and brainstorm/discuss possible solutions.
	2.4 Ask tutors to list the needed resources for the teaching and learning of the concepts identified.	2.4 List the needed resources for the teaching and learning of the concepts identified
	(Refer SL/HoD guidance notes bellow)	
Guidance notes for	NB. All discussion should	
SL/HoD should	be done within the context	
 Identify any 	of the various TVET	
aspect of the	domains and as related to	
lesson that	the respective lesson	
might be	topics in the manual.	
challenging for	Additional	
tutors in terms	Considerations:	
of new learning,	In addition to provisions in	
and which needs	the manual, tutors may	
	•	
to be considered	explore additional	
prior to taking	resources, e.g.	
tutors through	For the lessons in	
the lesson	Agriculture and	
activities "walk	Technical, particularly	
through". Equity	the topics: <i>Handling</i>	

- and inclusion issues as well as ICT resources need consideration.
- The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability.
- This section can build on the PD needs identified from the course manuals

and use of horticultural and landscape design materials (Agriculture) and Characteristic of Construction materials (Technical), it may be useful (if feasible) to consider in addition to suggested approaches in the manual, inviting resource person(s) or taking learners to a workshop nearby to have a practical feel of the lesson.

Additional Resources

- a) Ministry of Food and Agriculture (MoFA) Reports, Agricultural Mechanization Training Manual (Agriculture)
- b) Model Practice
 House, Ministry of
 Food and
 Agriculture (MoFA)
 Reports, Fashion
 Homes, Textile
 Printing Houses,
 Hospitality centers
 like Hotels, Guest
 houses, internet
 sites like Family
 Science, etc.
 (Home
 Economics).
- c) Land
 Commission/Archit
 ectural and
 Engineering
 Services Limited
 (AESL)/Town and

		Country Planning		
		Reports, Drawing		
		Board, drawing		
		tools and materials		
		including ICT tools		
		(computer		
		Software like		
		AutoCAD, Adobe		
		Photoshop, Coral		
		Draw, Publisher,		
		PowerPoint), etc.		
		(Technical)		
		(100111110111)		
		d) Drawing Board,		
		drawing tools and		
		materials including		
		ICT tools		
		(computer		
		Software like		
		AutoCAD, Adobe		
		Photoshop, Coral		
		Draw, Publisher,		
		PowerPoint), etc.		
		(Visual Art)		
		,		
		NB.		
		For Visual Art, there		
		would be the need for a		
		model particularly for the		
		human figure drawing.		
		Where models are not		
		available, learners may		
		be encouraged to take		
		turns to pose.		
3	Teaching,	31 Ask tutors to read	3.1 Read through the	40 mins
	learning and	through the teaching	teaching and learning	
	assessment	and learning activities	activities to identify	
	activities for the	silently.	GESI related activities.	
	lesson.	a) Walk tutors through		
•	Reading of	one or two teaching		
	teaching and	learning activities, e.g.		
	learning	b) Surf OERs, and other		
	activities and	related sites, libraries		
	identification of	and books for		
	areas that	information on the		
	require	lesson.		
	clarification			
L		I	I	ı

•	especially GESI related activities. Working through one or two activities,	c) Invitation of resource persons to share experiences with learners. d) Visit to a workshop, Hotel/Guest House, or an internally created temporal Model House. e) Use role play to illustrate lesson. f) Use video, photographs, etc. to clarify concepts.	
		3.2 Ask tutors to suggest other possible approaches to the teaching of the lesson.	3.2 Suggest other possible approaches to the teaching of the lesson.
		3.3 Ask tutors to identify and discuss (pair share) GESI related activities in the manual, (their understanding and relevance of the provision in the manual)	3.3 Discuss in <i>pairs and share</i> your understanding of the relevance of the GESI provision in the manual.
•	Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project	3.4Lead tutors to brainstorm on the assessment opportunities in the manual, (their adequacy, alignment with or otherwise of the NTEAP and the related weightings)	3.4 Brainstorm on the assessment opportunities in the manual
	(30%), subject portfolio (30%) and end of semester examination (40%)	3.5 Ask tutors to suggest other form(s) the assessment could take aside those suggested in the manual.	3.5 Suggest other form(s) the assessment could take aside those suggested in the manual.

Guidance notes for SL/HoD

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

NOTE.

- a) Due attention should also be paid to individual differences as a way of facilitating GESI compliance.
- b) This lesson has a lot more theoretical component. But for Visual Art where learners may be required to pose for their colleagues, tutors should be mindful of GESI compliance. Care should be taken in selecting the gender that will pose. (it may not be advisable to make females pose for males)
- c) For assessment however, emphasis could still be on Portfolio preparation. Portfolio in this lesson, however, could be written reports, newspaper articles, pictures, and sketches.
- d) In addition to portfolio, PowerPoint presentations could form part of the assessment.

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

- e) Tutor should not forget to emphasise independent study (research), team work, creative application of knowledge and skill, innovation, and relevant application of ICT tools and skills.
- f) Resources for TLMs could include photographs, prerecorded videos that have relevance to the lesson, written publications from newspapers and magazines, etc. It is critical that Prerecorded videos, projectors, simulators and other electronic gadget intended for the lesson is trail tested before the start of the lesson to avoid disappointment.

4	Evaluation and	4.1 See if anything needs	4.1 Individually, articulate	10 mins	
	review of	to be discussed.	how you will use		
	session:	Make sure that	knowledge and		
•	Review learning	everybody has a	understanding gained to		
	and	concrete plan for	prepare for lesson 6.		
	identification of	teaching.			
	any outstanding				
	issues relating to	4.2 Identify a critical friend	4.2 Individually, identify any		
	this lesson for	who can follow and	outstanding issues		
	clarification.	report on your lesson	relating to lesson 6 for		
•	Course	delivery at the next PD	clarification.		
	assignment	session.			
	o Advance				
	preparation	In the case of			
	o In the case of	unresolved issues refer			
	unresolved	to the SWLs			
	issues				
		Preparation for next PD			
		<u>Session</u>			
		Read lesson seven			
Со	urse assessment	NB			
in a	accordance with	Even though most of the Co	urses in this Semester are prac	tical	
the	NTEAP: SWL	skilled bases and emphasis i	s to be given to practical activit	ties, this	
ne	ed to review	should be balanced with relevant theories to explain better the			
ass	sessment in the	practical activities as scholars.			
CO	urse manual to				
	sure it complies	The core competences lesso	on 6 reflects this balance and m	ust be	
wit	th NTEAP	encouraged.			
im	plementation and				
	e 60% continuous				
	sessment and 40				
-	End of semester				
	amination. This				
	eans ensuring				
	oject project,				
	siact partfalia				
	oject portfolio				
pre	eparation and				
pre de	eparation and velopment are				
pre de	eparation and				

in the PD sessions.

Session 7

Year 2 Semester 2

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

Age Phase:

NAME OF SUBJECT: TVET (AGRICULTURE, HOME ECONOMICS, TECHNICAL, VISUAL ARTS)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Handling and use of animal husbandry materials.
- Concepts in Association and Organization

Home Economics

- Management Principles and Family Resource Management Family Resources
- Management Principles and Family Resource Management Family Resources

Technical:

- Properties of construction materials.
- Realization Process
- Electronic Components I (LED, Rectifiers, Zener, and Signal)
- Construction of loci

Visual Arts:

- Human Figure: Actions and Gestures
- Integration of Core Competences and Lifelong Skills in Visual Art lessons/activities -Definition/explanation of competences and lifelong skills; Types/examples; Importance/relevance.
- Undertaking independent work in composition through Studio practice: 2-D art works / compositions from natural and man-made objects (continued)
- Product and Structural Designs Designing to solve an identified challenge on campus.

TUTOR PD SESSION FOR LESSON 7 IN THE COURSE MANUAL

Focus: the bullet	Guidance notes on	Guidance Notes on	Time in
points provide the	Leading the session.	Tutor Activity during the	session
frame for what is to	What the SL/HoDs will	PD Session. What PD	
be done. The guidance	have to say during each	Session participants	
notes in italics identify	stage of the session	(Tutors) will do during	
the prompt the		each state of the session)	

	/HoD needs and		Guidance Notes on	
	ich one must be		Tutor Activity during the	
ac	ldressed		PD Session. What PD	
			Session participants	
			(Tutors) will do during	
			each state of the session)	
1.	Introduction /	Ice breaker		20 mins
	lesson overview	Tell a story to		
	 Reflection on 	illustrate the need for		
	previous PD	preparation before		
	Session	going to teach e.g.		
	(Introduction to	The allegory of the		
	the course	proverbial monkey.		
	manual)	An old monkey once		
	 Introduction 	found an abandoned		
	and overview	boot in the forest. The		
	of the main	monkey who had seen		
	purpose of the	the hunter and other		
	lesson in the	human's wearing		
	course manual.	boots and walking		
	 Highlight cross 	about proudly in the		
	cutting themes	forest had nursed the		
	i.e., gender	desire to have the		
	equality and	experience one day.		
	social inclusion			
	(GESI), ICT	Happily, the monkey,		
	Identification of	sighed, and planted its		
	important or	feet into the pair of		
	distinctive	worn-out boots. Just		
	aspects of the	then the hunter who		
	lesson	has also been trialling		
	1033011	the old monkey and its		
		family for regularly		
		destroying the		
		mangoes in his farm		
		appeared.		
		The monkey		
		attempted as usual to		
		escape by climbing the		
		trees, but to no avail,		
		the unfamiliar and		
		unsuitable boots made		
		it impossible for the		
		monkey to do what it		
		does best, climbing. It		
		could not move		

because the boots were heavy, and the monkey had not learnt how to use them. The hunter suppressed that the known sprightly monkey was motionless on that occasion aimed and shot at it, 'pewuuu'! killing the old monkey instantly. The younger monkeys watching from the treetops were filled with horror, fear and sadness as they saw the old monkey killed so easily despite its unmatched knowledge of the tricks of the hunter, experience in handling danger, and general wisdom in the Monkey kingdom. 1.1 Ask tutors to tell the 1.1 Tell the lesson you lesson they learnt learn from the from the story in allegory of the relation to proverbial monkey preparation for story indicating what lessons (for which the killed the old, PD sessions are knowledgeable and meant for) experienced monkey. 1.2 Ask tutors to pair 1.2 Revision Activity: (where applicable) share at least one and share at least best practice you best practice they learnt in PD session 6 or any other sessions learnt at their PD session 6 or any in the semester and other sessions in the how you applied in semester and how your teaching. they applied it in their teaching.

	1			1
Reading and discussion	1.3 A	sk tutors to read the	1.3 Read the	
of the introductory	ir	ntroduction to	introduction to	
sections up to learning	L	esson 7, (refer	Lesson 7 silently.	
outcomes	n	nanual)		
	Agric	culture		
	_	landling and use of		
		nimal husbandry		
		naterials.		
		concepts in		
		ssociation and		
		Organization		
		e Economics		
		/lanagement		
		rinciples and Family		
		•		
		esource		
		Management -		
		heories/concepts of		
		1anagement		
	-	/lanagement		
		rinciples and Family		
	R	esource		
		/lanagement		
	Tech	nical:		
	a) P	roperties of		
	C	onstruction		
	n	naterials.		
	b) R	ealization Process		
	c) E	lectronic		
	C	Components (LED,		
	R	ectifiers, Zener, and		
	S	ignal)		
	d) C	construction of loci		
	Visua	al Arts:		
	a) H	luman Figure		
	-	Actions and		
		Gestures)		
		ntegration of Core		
		competences and		
		ifelong Skills in		
		isual Art		
		essons/activities -		
	-	efinition/explanatio		
		of competences and		
		felong skills;		
		-		
	_ '	ypes/examples:		

	Importance/relevanc e). c) Undertaking independent work in composition through Studio practice: (2-D art works / compositions from natural and man- made objects) d) Product and Structural Designs — (Designing to solve an identified challenge on campus) 1.4 Ask tutors to discuss the introduction to lesson(s): Lesson title, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, Core and transferable skills and cross cutting issues, including equity and inclusion, etc.	1.4 Discuss the introduction to Lesson 7, (refer to the respective manuals)	
	1.5 Ask tutors to brainstorm on what they consider as the focus of the lesson.	1.5 Brainstorm on the focus of the lesson	
	1.6 Ask tutors to Identify and discuss any distinctive features of Lesson 7.	1.6 Discuss any uniqueness or/and distinctiveness of the lesson	
The guidance notes for SL/HoD need to	NB. As usual these should be done within the context of the various TVET domains		
2 Concept Development (New learning	2.1 Ask tutors to read through the main lesson and identify	2.1 Read through the main lesson and	40 mins

likely to arise in this lesson):

- Identification and discussion of concepts
- Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.
- Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.

the sections.
(topic/sub-topics,
LOs, LIs, teaching
and learning
activities,
assessment
procedures, etc.)

2.2 Ask tutors to identify and list the major concepts in lesson 7. e.g.

Family Resource
Management
principles, Properties
of construction
materials,
Construction of loci,
Realization Process,
Electronic
Components (LED,
Rectifiers, Zener, and
Signal), Integration of
Core Competences
and Lifelong Skills in
Visual Art
lessons/activities —

(Definition/explanati on of competences and lifelong skills;

Types/examples, Importance and relevance), Human Figure: Action and *Gesture human figure* drawing, Undertaking independent work in composition through Studio practice: (2-D art works / compositions from natural and manmade objects), **Product** and Structural Designs (Designing to solve

an identified

identify the features of the lesson.

2.2 List the major concepts in the lesson.

Share your list with the whole group.

	challenge on campus), Handling and use of animal husbandry materials, Concepts in Association and Organization, etc.		
	2.3 Ask tutors to write the challenging areas they envisage in teaching the concept(s) identified and brainstorm among themselves possible approaches to overcome the difficulties on 'A4' sheets /flip chat/sticking paper and share with the team.	2.3 Write possible challenging areas in teaching of the concept(s) identified on 'A4' sheets /flip chat/sticking paper and brainstorm/discuss possible solutions.	
	2.4 Ask tutors to list the needed resources for the teaching and learning of the concepts identified. (Refer SL/HoD guidance	2.4 List the needed resources for the teaching and learning of the concepts identified	
	notes bellow)		
Guidance notes for	NB. All discussion should		
SL/HoD should	be done within the		
Identify any aspect	context of the various		
of the lesson that	TVET domains and as		
might be challenging for	related to the respective lesson topics in the		
tutors in terms of	manual.		
new learning, and			
which needs to be	Additional		
considered prior to	Considerations:		
taking tutors	In addition to provisions		
through the lesson	in the manual, tutors may		
activities "walk	explore additional		
through". Equity	resources, e.g.		
and inclusion	For the lesson in		
issues as well as	Agriculture,		

- ICT resources need consideration.
- The resources
 needed must be
 identified:
 literature page
 referenced, etc. on
 web, YouTube,
 physical resources,
 power point; how
 they should be
 used.
 Consideration
 needs to be given
 to local availability.
- This section can build on the PD needs identified from the course manuals

(Handling and use of husbandry materials) and the lesson in Technical, i.e. (Electronic Components (LED, Rectifiers, Zener, and Signal) it may still be useful (if feasible) as in lesson 5 to consider in addition to suggested approaches in the manual, to invite resource person(s) or taking learners to a workshop nearby to have a practical feel of the lesson.

Additional Resources remain as in Lesson 7.

- a) Ministry of Food and Agriculture (MoFA) Reports, Agricultural Mechanization Training Manual (Agriculture)
- b) Model Practice House, Ministry of Food and *Agriculture* (MoFA) Reports, Fashion Homes, Textile Printing Houses, Hospitality centers like Hotels, Guest houses, internet sites like Family Science, etc. (Home Economics).

- c) NB. Tutors handling Home Economics may have to guide learners to apply the Family Resource Management principles to their respective Courses. For example, how does the home Management Principles apply to Foods and **Nutrition** and Clothing and Textiles uniquely? Emphasis should be on what is peculiar to each area.
 - d) Land Commission/Archi tectural and Engineering Services Limited (AESL)/Town and **Country Planning** Reports, Drawing Board, drawing tools and materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), etc. (Technical).

NB. Tutors handling Realization Process must note that this lesson emphasis the role of materials in the realization process.
Hence the understanding of the properties of various construction materials and what they can and cannot be used for is essential.

e) Drawing Board,
drawing tools and
materials
including ICT tools
(computer
Software like
AutoCAD, Adobe
Photoshop, Coral
Draw, Publisher,
PowerPoint), etc.
(Visual Art)

NB.

All the Lesson sevens in Visual Art are critical.
The suggestions and cautions in lesson 6 are still applicable in the 7 as regards Human Figure drawing: (Actions and Gestures)
Refer session 6 stage 3
Guidance notes for SL/HoD.

The lessons on
Integration of Core
Competences and
Lifelong Skills in Visual
Art; Undertaking
independent work in
composition through
Studio practice; Product
and Structural Designs
(Designing to solve an
identified challenge on
campus), etc. are all in
line with the NTS, NTEAP

				T
		and their related policies.		
		Together, they provide a		
		holistic view of what the		
		ITE programme is all		
		about;(to embed twenty-		
		first century soft skills		
		and life-long learning skill		
		in student teachers, etc.).		
		,		
		The Visual Art lesson on		
		Product and Structural		
		designs is a foretaste of		
		the independent studio		
		research work which		
		student teachers would		
		be exposed to in Year 3		
		semester 2 as well as the		
		research component		
		which would be require in		
		Year 4 semester 2. Tutor		
		guidance at this stage is		
		critical particularly in the		
		proper use of tools and		
		safety practices in the		
		studio.		
		All these lessons are		
		practical lessons and		
		tutors may encourage		
		group as well as		
		independent work where		
		necessary.		
		But tutors must make		
		student teachers		
		understand the		
		interrelatedness in all		
		four (4) lessons in this		
		session.		
3	Teaching, learning	3.1 Ask tutors to read	3.1 Read through the	40 mins
	and assessment	through the teaching	teaching and learning	
	activities for the	and learning	activities to identify	
	lesson.	activities silently.	GESI related	
•	Reading of	,	activities.	
	teaching and			
	learning activities	3.2 Walk tutors through	3.2 Discuss in <i>pairs and</i>	
	and identification	one or two teaching	<i>share</i> your	
	of areas that		understanding of the	
	or areas that	l	and a standing of the	

		1		<u></u>	1
	require clarification		learning activities,	relevance of the <i>GESI</i>	
	especially GESI		e.g.	provision in the	
	related activities.	a)	Surf OERs, and other	lesson.	
			related sites, libraries		
	Working through		and books for		
	one or two		information on the		
	activities,		lesson.		
	activities,	b)			
		b)	Invitation of resource		
			persons to share		
			experiences with		
			learners.		
		c)	Visit to a workshop,		
			Hotel/Guest House,		
			or an internally		
			created temporal		
			Model House.		
		۱لم			
		d)	Use role play to		
			illustrate lesson.		
		e)	Use video,		
			photographs, etc. to		
			clarify concepts.		
		3.3	Ask tutors to suggest	3.3 Suggest other	
			other possible	possible ways lesson	
			approaches to the	6 can be delivered.	
			teaching of the		
			lesson.		
		3.4	Ask tutors to identify	3.4 identify and discuss	
		3.4		in pairs (where	
			and discuss (pair	' '	
			share) GESI related	applicable) GESI	
			activities in the	related activities in	
			manual, (their	the manual.	
			understanding and		
			relevance of the		
			provision in the		
			manual)		
•	Reading of	3.5	•	3.5 Brainstorm on the	
	assessment		brainstorm on the	assessment	
	opportunities and		assessment	opportunities in the	
	ensuring they are		opportunities in the	manual	
	aligned to the		manual, (their	manaul	
	NTEAP and		• •		
			adequacy, alignment		
	required course		with or otherwise of		
	assessment:		the NTEAP and the		
	subject project		related weightings)		
	(30%), subject				

	6 Ask tutors to suggest	3.6	portfolio (30%)	
	other form(s) the		and end of	
	assessment could		semester	
	take aside those		examination (40%)	
	suggested in the			
	manual.			
	NOTE.	a)	Guidance notes for	Gu
			SL/HoD	SL/
	Due attention should	b)	 Select activities, 	•
	also be paid to		linked to CLO and	
	individual differences		indicators, from	
	as a way of facilitating		the lesson that are	
	GESI responsiveness.		likely to be most	
	G2011 CSP G11517 C11 CSS.		different from	
	NB	c)	tutors' previous	
	IND	()	experience. These	
	This lesson has a lot	۵۱	•	
		d)	could involve	
	more practical		applying new	
	component. In		content, e.g. from	
	Agriculture, Technical		section 2, or	
	and Visual Art		approaches to	
	lessons, student		teaching, learning	
	teachers may be		and assessment,	
	manipulating		incl. gender	
	materials that are		responsive,	
	harvested from the		differentiation and	
	environment or may		inclusive	
	generate waste. It		approaches and	
	would therefore be		use of appropriate	
	relevant to start		ICT tools.	
	pushing the greening			
			Anticipate any	•
	_		-	
	_			
	-		•	
	•		_	
	•			
	are environment.		_	
	According to the second second	-1		
		(e)		
	•		on these.	
			 Identify where, and 	•
	written reports,		which, core and	
	newspaper articles,		transferable skills,	
	pictures, sketches and		including digital	
	3D artefacts.		skills, are being	
	relevant to start pushing the greening TVET agenda at this stage. Student teachers should begin to think, plan and act responsibly and sustainably towards the environment. Assessment could still focus on Portfolio preparation. Portfolio in this lesson could be written reports, newspaper articles, pictures, sketches and	e)	 Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. Identify where, and which, core and transferable skills, including digital 	•

- developed or applied.
- Identify how any assessments during the lesson relate to course assessment components.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance. The selected activities should be done with tutors in real or close to real time.
- Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material.
- Identify resources required for any TLMs and provide guidance on their development.

- f) Tutors must remember that one of the best interactive way to assess artefacts is through class jury and peer and self-assessment. These can be considered if they are not prescribed in the manual.
- g) In addition to portfolio, PowerPoint presentations could form part of the assessment.
- h) As usual, tutor should not forget to emphasise independent study (research), teamwork, creative application of knowledge and skill, innovation, and relevant application of ICT tools and skills.
- i) Resources for TLMs could include paper, clay, wax, foam, and other malleable materials with which learners can manipulate to produce their design works. As usual Photographs, prerecorded videos that have relevance to the lesson, written publications from newspapers and magazines, etc. could also be used.

j) Once again tutors must be reminded to test Pre-recorded videos, projectors and other electronic gadget intended for the lesson before the start of the lesson to avoid disappointment. 4.1 See if anything needs to be discussed. Make sure that everybody has a concrete plan for teaching. to this lesson for clarification. Course assignment Advance preparation In the case of unresolved issues Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are examination. To is means ensuring subject portfolio preparation and development are examination and evere leasted for examination and evere leasted for development are examination and evere leasted for development are examination and evere leasted for development are examination and evere leasted for development are examination and evere leasted for development and evere leasted for development are examination and				
Session Read Lesson 8	review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	must be reminded to test Pre-recorded videos, projectors and other electronic gadget intended for the lesson before the start of the lesson to avoid disappointment. 4.1 See if anything needs to be discussed. Make sure that everybody has a concrete plan for teaching. 4.2 Identify a critical friend who can follow and report on your lesson delivery at the next PD session. In the case of unresolved issues refer to the SWLs	articulate how you will use knowledge and understanding gained to prepare for Lessons 7. 4.2 Individually, identify any outstanding issues relating to lesson 7 for	10 mins
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and correspondence with the semester and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and the folia correspondence implementation and implementation and the folia correspondence implementation and implem		<u>Session</u>		
accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and creview assessment and 40 % color in the first possibility for a field trip. involve all relevant College authorities including the Dean of Student, HoDs and staff, Domestic Bursar, Chief Security, Chief Driver (if it will involve travelling) and the Principal. Please SL/HoD should prepare to lead the discussion. How to organize Field Trips ahead. b) Do the preliminary internal and external correspondence. (this arrangement should be tabled latest at the beginning of the semester at the Academic Board meeting and if necessary, at the Council Meeting so that adequate funding and administrative support can be obtained. The Tutor should never try to carry sole responsibility for a field trip. involve all relevant College authorities including the Dean of Student, HoDs and staff, Domestic Bursar, Chief Security, Chief Driver (if it will involve travelling) and the Principal. c) Identify officer(s)/resource person(s) that will be the in-				
NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and che course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % implementation. This means ensuring subject project, subject portfolio preparation and course in the appropriate site at least one semester ahead. Identify the appropriate site at least one semester ahead. Bo the preliminary internal and external correspondence. (this arrangement should be tabled latest at the beginning of the semester at the Academic Board meeting and if necessary, at the Council Meeting so that adequate funding and administrative support can be obtained. The Tutor should never try to carry sole responsibility for a field trip. involve all relevant College authorities including the Dean of Student, HoDs and staff, Domestic Bursar, Chief Security, Chief Driver (if it will involve travelling) and the Principal. C) Identify officer(s)/resource person(s) that will be the in-		,		
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subject portfoliowill involve travelling) and the Principal.preparation andc) Identify officer(s)/resource person(s) that will be the in-	_			
preparation and c) Identify officer(s)/resource person(s) that will be the in-				
			•	e the in-
nouse tout gaine at the site.	development are	house tour guide at		

explicitly addressed in the PD sessions.

- d) Discuss the outline of the lesson with him/her indicating exactly what you expect your students should learn.
- e) Prepare your students (tell them the kind of preparation they need (dressing, materials they must carry or not carry, tell them the nature of the site and possible risks in the place, what they should expect and look out for, internal and external provision made for them, time of departure to and from the College, etc.
- f) At the site do the following
- g) Be at hand to emphasize salient points raised by your onsite guide.
- h) Prompt your student on relevant things to note/pictures to take /questions to ask, etc.
- i) At the end of the tour review what was taught and put all information into the right perspective
- j) Back at College do the following:
 - i. Review the trip with students.
 - ii. Let students write reports on the trip.
 - iii. Tutor writes a report to the Academic Board, Principal and Council on the trip, etc.

Session 8

Year 2 Semester 2

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

Age Phase:

Name of Subject:

TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Agriculture Associations and Organizations in Ghana: Crop Production Associations and Organizations
- Handling and use of fish farming materials.

Home Economics

- Management Principles and Family Resource Management: Resource Management
- Management Principles and Family Resource Management: Resource Management

Technical:

- Construction tools and equipment
- Realization Process
- Electronic Components II- Transistors (bipolar junction transistor, field effect transistor)
- Construction of cycloid

Visual Arts:

- Product and Structural Designs Designing to solve socioeconomic problems.
- Undertaking independent work in composition through Studio practice: 3-D art works / compositions from natural and man-made objects
- Human Figure in landscape scenes
- Integrating the concept of core competences and lifelong skills in a Visual Arts lesson; How Competences and Lifelong Skills in Visual Arts reflect, professional values and attitude, professional knowledge and professional practice.

TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done. The	during each stage of the	participants (Tutors) will do	
guidance notes in	session	during each state of the	
italics identify the		session) Guidance Notes on	
prompt the SL/HoD		Tutor Activity during the	
needs and each one		PD Session. What PD	
must be addressed		Session participants	

			(Tutors) will do during each state of the session)	
1.	Introduction / lesson overview Reflection on	Use an Ice breaker to start the session.	Revision Activity:	15 mins
•	previous PD Session (Introduction to the course manual) Introduction and overview of the	1.1 Ask the Critical friend to share his observations and challenges encountered in the previous week's lesson delivery.	1.1 Share your observations and challenges encountered in the previous week's lesson delivery.	
•	main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. Identification of important or distinctive aspects of the lesson	1.2 Lead tutors to review the previous PD session by asking Tutors if they have any unresolved issues from the previous section	1.2 Review the previous PD session by asking Tutors if they have any unresolved issues from the previous section	
2.	Reading and discussion of the introductory sections up to learning outcomes	1.3 Let tutors read the lesson description, the CL01 with its corresponding LI and discuss how they are related to lesson 8, (refer manual) Agriculture a) Agriculture Associations and Organizations in Ghana: Crop Production Associations and Organizations b) Handling and use of fish farming materials. Home Economics a) Management Principles and Family Resource Management - Theories/concepts of Management	1.3 Read the introduction to lesson 8 in your various groups.	

- b) Management Principles and Family Resource Management. Management Principles and Family Resource Management: Resource Management
- c) Management Principles and Family Resource Management: Resource Management

Technical:

- a) Construction tools and equipment
- b) Realization Process
- c) Electronic Components II-Transistors (bipolar junction transistor, field effect transistor)
- d) Construction of cycloid

Visual Arts:

- a) Product and Structural Designs – Designing to solve socioeconomic problems.
- b) Undertaking independent work in composition through Studio practice: 3-D art works / compositions from natural and manmade objects
- c) Human Figure in landscape scenes
- d) Integrating the concept of core competences and lifelong skills in a Visual Arts lesson; How Competences and Lifelong Skills in Visual Arts reflect, professional values and attitude, professional knowledge

	and professional	T	
	and professional practice.		
	1.4 Refer tutors to the	1.4 Read lesson 8 of your	
	course manual and	respective course	
	discuss the main	manual. What do you	
	purpose of the lesson,	think is the main	
	i.e., to identify the	purpose of the lesson?	
	features of the	purpose of the lesson:	
	respective TVET		
	domains.		
	domanis.		
	1.5 Ask tutors to 'think,	1.5 Think-pair and share the	
	pair and share' what	focus of the lesson.	
	they consider as the		
	focus of the lesson.		
	1.6 Ask Tutors to pair up	1.6 In your pairs, identify	
	and identify the	and discuss the	
	distinctive aspects of	distinctive features of	
	today's lesson. Some	the lesson. Read your	
	distinctive aspects of	respective course	
	the lesson include:	manual	
	(refer to the TVET		
	domains)		
The guidance notes	NB. These should be done		
for SL/HoD need to	within the context of the		
	various TVET domains		
2 Concept	2.1 Ask Tutors to read	2.1 Read lesson 8 of the	40 mins
Development (New learning	lesson 8 of the course manual for the key	course manual (Your	
likely to arise in	,	respective TVET	
this lesson):	concepts, e.g., Sophisticated fish	domains) and write down the key concepts	
• Identification	farming materials in	of the lesson.	
and discussion	Agriculture; Agricultural	Share your list with the	
of concepts	Associations and	whole group.	
or concepts	Organizations.	whole group:	
Identification	Management Principles		
of possible	and Family Resource		
challenging	Management in Home		
areas in	Economies;		
teaching of	Management Principles		
the concept.	and Family Resource		
This may	Management.		
include GESI	Construction tools and		
and ICT	equipment;		
related	Identification of		
concepts.	Tools/Equipment;		

- Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.
- Transistors (bipolar junction transistor, field effect transistor) and Construction of cycloid of Technical Skills. For Visual Art, *Integrating the concept* of core competences and lifelong skills in a Visual Arts lessons; How Competences and Lifelong Skills in Visual Arts reflect, professional values and attitude, professional knowledge and professional practice; Rendering of women, men and children; 2-D art works / compositions from natural and man-made objects and designing to solve socio-economic problems.
- 2.2 Ask individual Tutors to identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning.
- 2.3 Ask Tutors to list the resources that will be needed to teach this lesson effectively. Examples of resources needed include audiovisuals from YouTube and resource persons, projectors and computers, charts and diagrams of the TVET domains.
- 2.2 Identify and discuss aspect(s) of the lesson you presume might pose some challenges for you in terms of new learning and brainstorm/discuss possible solutions.
- 2.3 Identify and list the various resources (e.g., resources that can be obtained from literature, web and local sources) that are needed to teach this lesson.

	(Refer SL/HoD guidance		
	notes bellow)		
Guidance notes for	NB. All discussion should be		
		1	
SL/HoD should	done within the context of	1	
Identify any	the various TVET domains	1	
aspect of the	and as related to the	1	
lesson that	respective lesson topics in	1	
might be	the manual.	1	
challenging for	Additional Considerations:	1	
tutors in terms	In addition to provisions in	1	
of new learning,	the manual, tutors may	1	
and which needs	explore additional	1	
to be considered	resources, e.g.		
prior to taking	For the lessons in	1	
tutors through	Agriculture, (Handling		
the lesson	and use of fish farming	1	
activities "walk	materials: it will be		
through". Equity	cogent learners are sent		
and inclusion	to fish farming		
issues as well as	community to have the		
ICT resources	actual feeling of the		
need	lesson) and Technical		
consideration.	(inviting resource	1	
Consideration.	person(s) or taking		
The resources	learners to a workshop		
needed must be	nearby to have a		
identified:	practical feel of the		
	lesson).		
literature – page	1633011).		
referenced, etc.	Drawing Board, drawing		
on web,	tools and materials	1	
YouTube,	including ICT tools		
physical			
resources,	(computer Software like		
power point;	AutoCAD, Adobe		
how they should	Photoshop, Coral Draw,		
be used.	Publisher, PowerPoint),	1	
Consideration	etc. (Visual Art)	1	
needs to be			
given to local	NB.		
availability.	For Visual Art, there		
 This section can 	would be (compositions		
build on the PD	from natural and man-		
needs identified	made objects). Learners		
from the course	should be assisted to		
manuals	get the necessary items		
	for compose.		

3	Teaching,	3.1 Let Tutors work in 3.1 In your	groups, identify 40 mins
	learning and	,	ivities that are
	assessment	teaching and learning likely to	o be different
	activities for the		our previous
	lesson.	·	ences to GESI
•	Reading of	'	l activities.
	teaching and	experiences for clarification especially	
	learning activities and	GESI related activities.	
	identification of	GEST related activities.	
	areas that	3.2 Direct tutors through 3.2 Read th	he teaching and
	require	_	g activities in the
	clarification	learning activities, e.g. course	manual and
	especially GESI	a) Libraries and books for compa	re the activities
	related activities.		vith those you
			ied in your
•	Working through	other related sites. groups	•
	one or two	b) The need for resource persons to share	
	activities,	experiences with	
		learners.	
		c) Visit to a workshop,	
		Hotel/Guest House, or	
		an internally created	
		temporal Model House.	
		d) Use role play to	
		illustrate lesson.	
		e) Use video, photographs, etc. to clarify concepts.	
		etc. to ciarry concepts.	
		3.3 Led tutors to identify 3.3 List and	d share other
		other possible possibl	e ways this
		• •	can be delivered.
		teaching of the lesson.	
		3.4 Guide tutors in groups 3.4 Identif	y and discuss in
		5 .	where applicable)
		• • •	elated activities in
		in the manual <i>, (their</i> the ma	nual.
		understanding and	
		relevance of the	
		provision in the	
•	Reading of	manual) 3.5 Let tutors read and 3.5 Read a	nd discuss the
	assessment		nent component
	opportunities		on 8. Compare
L	and ensuring	They should compare the sug	·

	they are aligned		the suggested	assessment strategies in	
	to the NTEAP		assessment strategies in	the course manual with	
	and required		the course manual with	the NTEAP, and review	
	course		the NTEAP, and review	appropriately.	
	assessment:		appropriately.	166 - 16 - 10 - 1	
	subject project		te: Class assessment can		
	(30%), subject		e the form of portfolios		
	portfolio (30%)		lude student teacher		
	and end of		sentations using power		
	semester	1 -	nt. etc.		
	examination	poi	iii. etc.		
<u> </u>	(40%) lidance notes for	NO	Tr		
			- 		
SL,	/HoD	a)	Attention should also		
•	Select activities,		be paid to Gender and		
	linked to CLO		inclusivity issues in		
	and indicators,		group formation as a		
	from the lesson		way of facilitating GESI		
	that are likely to		compliance.		
	be most				
	different from	b)	Refer to the respective		
	tutors' previous		TVET domain. But for		
	experience.		Agriculture where		
	These could		student teachers may		
	involve applying		be required to Handle		
	new content,		and use fish farming		
	e.g. from		materials, tutors		
	section 2, or		should be mindful of		
	approaches to		GESI compliance. Care		
	teaching,		should be taken should		
	learning and		the tutor decide to		
	assessment, incl.		send learners to the		
	gender		beach (Sea shore) or		
	responsive,		lakeside to see at first		
	differentiation		hand fish farming		
	and inclusive		materials and handling.		
	approaches and		(beside the fact that		
	use of		some female students		
	appropriate ICT		fear water bodies, all		
	tools.		student teachers in the		
	toois.		team should be made		
_	Anticipata and		to comply with safety		
•	Anticipate any				
	issues for		rules)		
	clarification or				
	questions which	c)	Emphasis should be on		
	might arise as		Subject Portfolio and		
	+60 +11+020	1		1	i .

Subject Presentations.

the tutors work

	through the activities and provide guidance on these.	d)	PowerPoint presentations should also be encouraged as part of assessment. Tutors should not	
•	Identify how any assessments during the lesson relate to course assessment	a,	forget to emphasise independent study (research), teamwork, creative application of knowledge and skill, innovation, and relevant application of ICT tools and skills.	
•	components. Identify where power point presentations or other resources need to be developed to support learning and provide guidance. The selected activities should be done with tutors in real or close to real time.	e)	Resources for TLMs could include photographs, pre-recorded videos that have relevance to the lesson, written publications from magazines, etc. could be used. It is critical that Pre-recorded videos, projectors and other electronic gadget intended for the lesson be trail tested before the start of the lesson to avoid	
•	Identify where, and which, core and transferable skills, including digital skills, are being developed or applied.		disappointment.	
•	Makes links to the existing PD Themes with page reference where they can			

support

	teaching, for example: action research, questioning and to other external reference material.			
•	Identify resources required for any TLMs and provide guidance on their development			
rev	Evaluation and view of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment	 4.1 Ask Tutors to individually write down two key ideas they are taking away from the session. 4.2 Clarify any unresolved issues and remind tutors to read lesson 9 in preparation for the next PDS. 	4.1 Individually write down two key ideas you are taking away from this lesson.4.2 Before we meet for the next PD, please read Lesson 9.	10 mins
0	Advance preparation In the case of unresolved issues	4.3 Remind tutors to invite a critical friend to observe their lessons and give feedback. In the case of unresolved issues refer to the SWLs	4.3 Invite a critical friend to observe your lesson and give you feedback for improvement	
in the ne ass col en wii im the	urse assessment accordance with e NTEAP: SWL ed to review sessment in the urse manual to sure it complies th NTEAP plementation and e 60% continuous sessment and 40 End of semester	skilled bases and emphasis is should be balanced with relev practical activities as scholars	rses in this Semester are practi to be given to practical activiti vant theories to explain better son reflects this balance and m	es, this the

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

Session 10

Year 2 Semester 2

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

Age Phase:

Name of Subject: T

VET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Livestock and poultry and associations and organisations.
- Use of ICT as technology in agriculture development.

Home Economics

- Entrepreneurship/greening TVET
- Entrepreneurship/greening TVET Greening TVET issues

Technical:

- Tests on construction sites
- Teaching and Learning resources for Design and Realization
- Construction of Electronics Circuits and Realization
- Construction of cams

Visual Arts:

- Provisions of the curriculum relative to cross cutting issues (NTECF), NTS and other stakeholders
- Human Figure: Self Portraiture
- Undertaking independent work in composition through Studio practice: 2-D and 3-D compositions - imaginative / memory
- Independent work and Studio Practice rebranding an existing product (continued).

TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done. The	say during each stage of	participants (Tutors) will	
guidance notes in	the session	do during each state of the	
italics identify the		session) Guidance Notes	
prompt the SL/HoD		on Tutor Activity during	
needs and each one		the PD Session. What PD	
must be addressed		Session participants	
		(Tutors) will do during	
		each state of the session)	

 Introduction / lesson overview Reflection on previous PD Session (Introduction to the course manual) Introduction and overview of the main purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. Identification of important or 	 2.1. Introduce the lesson by asking tutors to mention some of the things they learnt in PD session 9 and tell how they used them in their teaching 1.2. Ask one or two critical friends to share their view on the lesson they observed last week with the whole group to prepare for the day's lesson. 	 1.1 Revision Activity: Mention some of the best practices you learnt in PD session 9 and how you used it in your teaching. 1.2 Critical friend share your practical ideas with the whole group 	15 mins
distinctive aspects of the lesson			
2.Reading and discussion of the introductory sections up to learning outcomes	1.3. Ask tutors to read the introduction to lesson 10: Lesson title, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, Core and transferable skills and cross cutting issues, including equity and inclusion, etc.	1.3 Read the introduction to lesson 10 silently.	
	1.4. Ask tutors to discuss the introduction to Lesson 10.	1.4 Discuss the introduction to Lesson 10, (refer to the respective manuals)	
	1.5. Ask tutors to discuss in groups and share their views on what they consider as the focus of Lesson 10.	1.5 Discuss what you consider as the focus of Lesson 10.	

	1	T	
	1.6. Ask tutors to Identify	1.6 Discuss any	
	and discuss any	uniqueness or/and	
	distinctive features of	distinctiveness of the	
	Lesson 10.	lesson	
The guidance notes	NB. These should be done		
for SL/HoD need to	within the context of the		
	various TVET domains		
3. Concept	3.1. Ask tutors to scan	3.1 Read through the	40 mins
Development	through the main	main lesson and	
(New learning	lesson and identify	identify the features	
likely to arise in	the concepts.	of the lesson.	
_	<u>-</u>	of the lesson.	
this lesson):	(topic/sub-topics,		
• Identification	LOs, LIs, teaching and		
and discussion	learning activities,		
of concepts	assessment		
Identification	procedures, etc.)		
of possible			
challenging	3.2. Ask tutors to list the	3.2 List the major	
areas in	major concepts in	concepts in the	
teaching of	lesson 6. e.g.	lesson	
the concept.	Agriculture	Share your list with the	
This may	a) Livestock and	whole group.	
include GESI	poultry and	, , , , , , , , , , , , , , , , , , ,	
and ICT	associations and		
related	organisations		
	Organize field trip		
concepts.			
 Identification 	to livestock farm		
of needed	and associations.		
GESI	(GAPFA)		
responsive	b) Use of ICT as		
and ICT	technology in		
resources for	agriculture		
the teaching	development.		
and learning	Home Economics		
of the	a) Entrepreneurship/g		
concept.	reening TVET (use		
3000	of video		
	recordings/audios)		
	b) Entrepreneurship/		
	Greening cross		
	cutting issues,		
	including equity		
	and inclusion, etc		
	Greening TVET		
	issues		

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Tec	n	n	10	α	•

- a) Tests on construction sites
- b) Teaching and Learning resources for Design and Realization
- c) Construction of Electronics Circuits and Realization
- d) Construction of cams

Visual Arts:

- a) Provisions of the curriculum relative to cross cutting issues (NTECF), NTS and other stakeholders
- b) Human Figure: Self Portraiture
- c) Undertaking independent work in composition through Studio practice: 2-D and 3-D compositions imaginative / memory
- d) Independent work and Studio Practice - rebranding an existing product (continued).
- 3.3. Ask tutors to indicate on 'A4' sheets, the challenging areas they foresee in teaching the concept(s) identified and discuss among themselves possible ways to overcome them.
- 3.3 Write possible challenging areas in teaching of the concept(s) identified and find out and discuss possible solutions.

		3.4. Ask tutors to list the	3.4 Suggest some	
		needed resources for	resources for the	
		the teaching and	teaching of the	
		learning of the	challenging concepts	
		concepts identified.	identified and list	
			applicable resources	
			for the teaching of	
		/- c	concepts identified.	
		(Refer SL/HoD guidance		
		notes bellow)		
Gu	iidance notes for	NB. All discussion should		
SL	/HoD should	be done within the context		
•	Identify any	of the various TVET		
	aspect of the	domains and as related to		
	lesson that	the respective lesson		
	might be	topics in the manual.		
	challenging for	topies in the manage.		
	tutors in terms	Additional		
		Considerations:		
	of new learning,			
	and which needs	In addition to provisions in		
	to be considered	the manual, tutors may		
	prior to taking	explore additional		
	tutors through	resources, e.g.		
	the lesson	a) Nearly all the lessons		
	activities "walk	for this week are		
	through". Equity	providing some		
	and inclusion	amount of		
	issues as well as	independent learning		
	ICT resources	opportunities to the		
	need	learners.		
	consideration.	b) The lesson on		
	consideration.	Livestock and Poultry		
	- -1	•		
•	The resources	and Associations and		
	needed must be	Organisations requires		
	identified:	that tutors organize		
	literature – page	field trip to a poultry		
	referenced, etc.	famers Association		
	on web,	(GAPFA) in the locality		
	YouTube,	for first-hand		
	physical	information). Similarly,		
	resources,	a visit to a modern		
	power point;	model farm or		
	how they should	resource Person from		
	be used.	the metrological		
	Consideration	institutions could		
	needs to be	illustrate the concept		
		of ICT in agriculture.		

	given to local	c) The Technical lessons	
	availability.	on Tests on	
•	This section can	construction sites as	
	build on the PD	well as Construction of	
	needs identified	cams will also require	
	from the course	learners have on-site	
	manuals	experience.	
		d) Even though the Home	
		Economics lessons on	
		Entrepreneurship/gree	
		ning TVET suggested	
		the use of videos to	
		deliver the lessons, it	
		would be best if	
		learners have first-	
		hand experience with	
		an entrepreneur in the	
		locality, e.g. a	
		restaurant, etc.	
		e) The Visual Art is also	
		mounting at least two	
		lessons that will	
		provide learners with	
		the opportunity to do	
		some level of	
		independent work.	
		These will enhance learner	
		confidence and must be	
		encouraged.	
		3.5. Ask tutors to 3.5 Brainstorm on the	
		brainstorm on the lesson 10 topics find	
		lesson 10 topics, out the links to use ICT	
		discuss and bring out resources in teaching	
		the various links to use and learning	
		ICT resources to	
		enhance the teaching	
		and leaning	
4.	Teaching,		40 mins
	learning and	through the teaching teaching and learning	
	assessment	and learning activities activities to identify	
	activities for the	silently. GESI related activities.	
	lesson.	a) Walk tutors through	
	Reading of	one or two teaching	
	teaching and	learning activities, e.g.	
	learning	b) Demonstration on	
	activities and	team teaching	
	activities dild	team teaching	

identification of areas that require clarification especially GESI related activities. • Working through one or two activities,	c) Demonstration of discussion in mixed ability groups d) Invitation of resource persons to share experiences with learners. e) Visit to a workshop, construction site, model farm, meteorological centre, Hotel/Guest House, etc. f) Use video, photographs, etc. to clarify concepts. g) Use experiments and demonstrations to explain concepts.	
	4.2 Ask tutors to suggest other possible approaches to the teaching of the lesson.	4.2 Suggest other possible ways Lesson 10 can be delivered effectively.
	4.3 Ask tutors to identify and discuss (group) GESI related activities in the manual, (their understanding and relevance of the provisions in the manual)	4.3 Identify and discuss in groups (where applicable) GESI related activities in the manual. Discuss in pairs and share your understanding of the relevance of the GESI provision in the manual.
 Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject 	4.4 Discuss with the tutors on the assessment opportunities in the manual, (their adequacy, alignment with or otherwise of the NTEAP and the related weightings)	4.4 Discuss the assessment opportunities in the manual.

	A.F. A.d. t. tage to list if	4.5. Tutava hvainatavas and
portfolio (30%) and end of	4.5 Ask tutors to list if	4.5 Tutors brainstorm and
	any, other form(s) of assessment that	list additional form(s) of assessment.
semester		or assessment.
examination	could be effective in	
(40%)	this lesson apart from	
	those outlined in the	
	manual, e.g., jury,	
	peer/self-assessment,	
	etc.	
Guidance notes for	NOTE.	
SL/HoD	a) Due attention	
 Select activities, 	should also be paid	
linked to CLO	to individual	
and indicators,	differences as a	
from the lesson	way of facilitating	
that are likely to	GESI compliance.	
be most	·	
different from	b) This lesson involves	
tutors' previous	a lot of practical	
experience.	work and as such	
These could	tutors should take	
involve applying	GESI issues into	
new content,	consideration in	
e.g. from	selecting lesson	
section 2, or	activities.	
•	detivities.	
approaches to teaching,	c) Lay emphasis on	
learning and	Portfolio	
assessment, incl.	preparation.	
gender	Portfolio in this	
responsive,	lesson, however,	
differentiation	could be written	
and inclusive	reports on stations	
approaches and	they visit, journals,	
use of	pictures and	
appropriate ICT	sketches.	
tools.		
 Anticipate any 	d) In addition to	
issues for	portfolio building,	
clarification or	project work could	
questions which	be given to form	
might arise as	part of the	
the tutors work	assessment.	
through the		
activities and	e) Tutors should	
provide guidance	encourage	
on these.	individual study,	

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

- teamwork, manipulative skills, innovation, and relevant application of ICT tools and skills.
- f) Suggested TLMs
 may include
 recorded videos,
 models, patterns
 pictures. Human
 pose and other
 electronic gadgets.
 The selected
 gadgets should be
 tested before the
 lesson starts,

	T		T
Identify resources required for any TLMs and provide guidance on their development 4.0. Evaluation and review of session: Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of unresolved issues	 4.1 Make sure to identify and discuss all the relevant issues in the lesson. 4.2 Encourage tutors to use the knowledge acquired and apply them in their teaching. 4.3 Encourage tutor to use team teaching and report on the next PD session. Read the lesson Eleven to Prepare for next PD Session. 	 4.1 Identify and discuss all the relevant issues in the lesson. 4.2 Share ideas on how you will use knowledge and understanding gained to prepare for lesson 11. 4.3 Ask teachers to report any challenging issues relating to lesson 10 for redress. 	10 mins
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40% End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	skilled bases and emphasis i should be balanced with rela practical activities as scholar	urses in this Semester are prast to be given to practical active evant theories to explain betters.	vities, this er the

Session 11

Year 2 Semester 2

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

REMINDER OF YEAR 2 SEMESTER 2 TVET COURSES

Age Phase:

Name of Subject:

TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Improvisation of Agricultural teaching and learning materials Associations and Organizations.
- Agriculture Associations and Organizations in Ghana: Fisheries Associations and Organizations.

Home Economics

- Professional Practice: Home Economics Associations, Trade areas/vocations
- Professional Practice- Home Economics Associations and Trade areas in Clothing and Textiles

Technical:

- Bulking, silt and organic teston sample of sand on site.
- Resources Used for Teaching Design and Realization
- Effects of an Electric Current on the Circuit
- Helixes are special curves and spheres developed from circular surfaces. Their construction required specific procedures to ensure the desired shape.

Visual Arts:

- Idea Development: Project report, Background information, appreciation and criticism of a designed product
- Undertaking independent work in composition through Studio practice: 2-D and 3-D compositions - imaginative / memory (continued
- Vegetation and Animal Figure
- Provisions of the curriculum relative to cross cutting issues (NTECF), NTS and other stakeholders - Explore visual arts careers and their related skills; their interrelatedness in areas of skills, techniques; products and how professional values and attitudes, professional knowledge and professional practice can influence these careers.

TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL

po fra to gu ita pro SL,	cus: the bullet ints provide the ime for what is be done. The idance notes in lics identify the ompt the /HoD needs and ch one must be	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
•	Introduction / lesson overview	1.1. Use an Ice breaker to start the session (a song/a physical exercise)	Revision Activity:	15 mins
•	Reflection on previous PD Session (Introduction to the course manual)	1.2. Put tutors in groups and let them recap the previous PD Session (refer to your respective TVET domains)	1.2 In groups, recap the previous PD Session in your respective TVET domains)	
•	Introduction and overview of the main	1.3. Ask tutors to reflect on the lesson observed by one critical friend in the area of application of the previous PD session in the classroom.	1.3 Reflect on the presentation of the critical friend on the lesson observed on the application of the previous PD session in the classroom.	
•	purpose of the lesson in the course manual. Highlight cross cutting themes i.e., gender equality and	1.4. Ask tutors leading questions to discuss the key elements of the descriptions of the current lesson (Lesson 11) as in the respective manuals.	1.4 Answer questions and asking questions for clarification, examine key elements of the current lesson descriptions.	
•	social inclusion (GESI), ICT. Identification of important or distinctive aspects of the lesson	1.5. Lead tutors to identify some cross cutting themes i.e., gender equality and social inclusion (GESI), ICT.	1.5 Think-pair-share your views on the cross-cutting themes identified and share your observations and challenges encountered in the previous week's lesson delivery.	

Reading and	1.6 Let tutors read the lesson	1.6 Read the introduction to
iscussion of the	description, the CLOs with its	Lesson 11 in your various
ntroductory 	corresponding LIs and discuss	groups.
ections up to	how they are related to	
arning outcomes	lesson 11, (refer manual)	
	Agriculture a) Improvisation of	
	Agricultural teaching	
	and learning	
	materials	
	Associations and	
	Organizations.	
	b) Agriculture	
	Associations and	
	Organizations in	
	Ghana: Fisheries	
	Associations and	
	Organizations	
	Home Economics	
	a) Professional Practice:	
	Home Economics	
	Associations, Trade	
	areas/vocations	
	b) Professional Practice-	
	Home Economics	
	Associations and	
	Trade areas in	
	Clothing and Textiles	
	Technical:	
	a) Bulking, silt and	
	organic test on	
	sample of sand on	
	site.	
	b) Resources Used for	
	Teaching Design	
	and Realization	
	c) Effects of an Electric Current on the	
	Circuit	
	d) Helixes are special	
	curves and spheres	
	developed from	
	developed from	

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professional values and attitudes, professional knowledge and professional practice can
attitudes, professional knowledge and professional practice can
knowledge and professional practice can
professional practice can
influence these careers.
4.7 D. 4. 1
1.7 Put tutors in pairs and let 1.7 In pairs, discuss the
them discuss the main main purpose of the current
purpose of the current PD Session and share with
PD Session and ask them the larger group.
to share with the group.
1.8 Ask tutors to 'think, pair 1.8 Think-pair and share the
and share' what they focus of the lesson.
consider as the focus of
the lesson.
1.9 Ask Tutors to pair up and 1.9 In your pairs, identify
identify the distinctive and discuss the distinctive

		T	
	aspects of today's lesson. Some distinctive aspects of the lesson include: (refer to the TVET domains)	features of the lesson. Read your respective course manual	
The guidance notes for SL/HoD need to	NB. These should be done within the context of the various TVET domains		
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts	2.1 Ask Tutors to read lesson 11 of the course manual for the key concepts, e.g., Improvisation of agricultural teaching and Agricultural Associations and Organizations. Home Economics Associations: Trade areas /vocations: Catering (restaurant, food vending etc.) and Trade areas in Clothing and Textiles. Test on bulking, silt and organic test on sample of sand on site, Methods and Resources used for Teaching Design and Realization, Effects of an Electric Current on the Circuit and Construction of helix. The concept of a visual arts career, Explore the related skills under each visual arts career identified, the inter- relatedness of identified careers in areas of: Skills, Techniques and products., Hands-on Activity (Sketches), Undertaking independent work in composition through Studio practice: 2D art works / compositions from natural and man-made	2.1 Read lesson 8 of the course manual (refer to your respective TVET domains) and write down the key concepts of the lesson. Share your list with the whole group.	40 mins

Identification	objects (continued) and	
of possible	Idea Development: Project	
challenging	report, Background	
areas in	information, appreciation	
teaching of	and criticism of a designed	
the concept.	product, etc.	
This may	, ,	
include GESI	2.2 Brainstorm with Tutors to	2.3 Identify and discuss
and ICT	identify and discuss	aspect(s) of the lesson
related	aspect(s) of the lesson	you presume might
concepts.	they presume might pose	pose some challenges
concepts.	some challenges for them	for you in terms of new
	in terms of new learning.	learning.
• Idontification	in terms of new learning.	Brainstorm/discuss
Identification		possible solutions.
of needed		אסטואוכ שוענוטווט.
GESI	2.2 Discuss with Tutors to	2.2 Discuss and list the
responsive	2.3 Discuss with Tutors to	2.3 Discuss and list the
and ICT	list the e.g., resource	various resources (e.g.,
resources for	persons, audio-visuals	resources that can be
the teaching	from YouTube and other	obtained from
and learning	internet sources,	literature, web and
of the	projectors and	local sources) that are
concept.	computers, charts and	needed to teach this
	diagrams of the TVET	lesson.
	domains, etc.	
	(Refer SL/HoD guidance	
	notes bellow)	
Guidance notes for	NB. All discussion should be	
SL/HoD should	done within the context of	
 Identify any 	the various TVET domains	
aspect of the	and as related to the	
lesson that	respective lesson topics in the	
might be	manual.	
challenging for	Additional Considerations:	
tutors in terms	In addition to provisions in	
of new	the manual, tutors may	
learning, and	explore additional resources,	
which needs to	e.g.	
be considered	a) Technical (inviting	
prior to taking	resource person(s) or	
tutors through	taking learners to a	
the lesson	workshop nearby to	
activities "walk	observe women and	
through".	SEN who are into	
Equity and	construction and	
inclusion issues	have a practical feel	
as well as ICT	of the lesson).	
as well as let	or the lesson.	

				1
	resources need consideration.	b) Drawing Board, drawing tools and materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), etc. (Visual Art)		
•	The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals	• For Visual Art, there would be (outdoor environment involving and animal and human figures). Learners should be taken to a serene environment in the community to observe and sketch.		
3	Teaching,	3.1 Let tutors think-pair-	3.1 Think-pair-share your	40 mins
	learning and	share their views on the	views on the activities	
	assessment activities for	teaching and learning activities that are likely to	that are likely to be different from your	
	the lesson.	be different from their	previous experiences to	
•	Reading of	previous experiences for	GESI related activities.	
	teaching and	clarification especially		
	learning	GESI related activities.		
	activities and		3.2 Read the teaching and	
	identification of areas that	3.2 Direct tutors through	learning activities in the course manual and	
	require	one or two teaching	compare the activities	
	clarification	learning activities, e.g.	there with those you	

	especially GESI related	a) Libraries and books for identified in your information on the groups.	
	activities.	lesson, Surf OERs, and other related sites.	
•	Working	b) The need for resource	
	through one or	persons to share	
	two activities,	experiences with learners.	
		c) Visit to a workshop,	
		Hotel/Guest House, or an internally created	
		temporal Model House.	
		d) Use role play to illustrate lesson.	
		e) Use video, photographs,	
		etc. to clarify concepts.	
		3.3 Lead tutors to identify 3.3 List and share other	
		other possible possible ways this approaches to the lesson can be	
		teaching of the lesson. delivered.	
		3.4 Guide tutors in groups 3.4 Identify and discuss in	
		to find and discuss GESI pairs (where	
		related activities in the applicable) GESI manual, (their related activities in the	
		understanding and manual.	
		relevance of the provision in the manual)	
•	Reading of	3.5 Let tutors read and 3.5 Read and discuss the	
	assessment	discuss the assessment assessment	
	opportunities and ensuring	component of Lesson 8. component of Lesson They should compare the 11. Compare the	
	they are	suggested assessment suggested assessment	
	aligned to the NTEAP and	strategies in the course strategies in the course manual with the NTEAP, manual with the	
	required	and review appropriately. NTEAP, and review	
	course	Note: In-class assessment appropriately.	
	assessment: subject project	using power point	
	(30%), subject	presentations, etc.	
	portfolio (30%) and end of		
	semester		
	examination		
	(40%)		

Guidance notes for SL/HoD

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

NOTE.

- a) Attention should also be paid to Gender and inclusivity issues in group formation as a way of facilitating GESI compliance.
- b) Refers to the respective TVET domain.
- c) Emphasis should be on Subject Portfolio and Subject Presentations. PowerPoint presentations should also be encouraged as part of assessment.
- d) Tutors should not forget to emphasise independent study (research), teamwork, creative application of knowledge and skill, innovation, and relevant application of ICT tools and skills.
- e) Resources for TLMs could include photographs, prerecorded videos that have relevance to the lesson, written publications from magazines, etc. could be used. It is critical that Pre-recorded videos, projectors and other electronic gadget intended for the lesson be trail tested before the start of the lesson to

	lesson relate to	avoid		
	course	disappointment.		
	assessment			
	components.			
•	Identify where			
	power point			
	presentations			
	or other			
	resources need			
	to be			
	developed to			
	support			
	learning and			
	provide			
	guidance. The			
	selected			
	activities			
	should be done			
	with tutors in			
	real or close to			
	real time.			
•	Identify where,			
	and which, core			
	and			
	transferable			
	skills, including			
	digital skills, are			
	being			
	developed or			
	applied.			
•	Makes links to			
	the existing PD			
	Themes with			
	page reference			
	where they can			
	support			
	teaching, for			
	example: action			
	research,			
	questioning			
	and to other			
	external			
	reference			
	material.			
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•	Identify resources					
	required for					
	any TLMs and					
	provide					
	guidance on					
	their					
	development					
4	Evaluation and	4.1	Ask tutors to identify	4.1 Identify any outstanding	10 mins	
	review of		any outstanding issues	issues that relate to the		
	session:		related to the current	current lesson for		
•	Review learning		lesson for clarification.	clarification.		
	and					
	identification of	4.2	Ask tutors to read	4.2 Read lesson 12 for the		
	any		lesson 12 for the next	next PD session.		
	outstanding		PD session.			
	issues relating					
	to this lesson	4.3	Remind tutors to invite	4.3 Invite a critical friend		
	for clarification.		a critical friend from	from the same or		
•	Course		the same or related	related area to observe		
	assignment		area to observe their	their lesson during		
	Advance		lesson during teaching	teaching and provide		
	preparation		and provide feedback.	feedback.		
	In the case		and promote reconstruction			
	of		In the case of			
	unresolved		unresolved issues refer			
	issues		to the SWLs			
	133003		to the SVVES			
Co	urse assessment	NB				
in accordance with		Even though most of the Courses in this Semester are practical skilled				
the NTEAP: SWL			_	en to practical activities, this s		
ne	need to review		balanced with relevant theories to explain better the practical			
assessment in the		activities as scholars.				
course manual to						
ensure it complies		Core competences in this lesson reflects this balance and must be				
with NTEAP		encouraged.				
implementation						
and the 60%						
continuous						
assessment and 40						
% End of semester						
examination. This						
means ensuring						
	bject project,					
	bject portfolio					
_	eparation and					
de	velopment are					

explicitly	
addressed in the	
PD sessions.	

Session 12

Year 2 Semester 2

TUTOR PD SESSION FOR YEAR 2 SEMESTER 2 AS IN THE COURSE MANUALS FOR TVET

Age Phase:

Name of Subject:

TVET (Agriculture, Home Economics, Technical, Visual Arts)

Year 2 Semester 2

LESSON TOPICS AS PER THE VARIOUS TVET DOMAINS:

Agriculture

- Sustainable use of natural resources and farms
- Agriculture Associations and Organizations in Ghana: Non-Governmental Organizations

Home Economics

- Professional practice: Reflective teacher: REVISION OF SEMESTER COURSE WORK
- REVISION OF SEMESTER COURSE WORK, 2. Professional Practice- Reflective teacher

Technical:

- Tests on concrete and mortar mixtures on sites
- Methods and Resources Used for Teaching Design and Realization
- Electrical and Electronics Project
- Construction of Archimedes spiral

Visual Arts:

- Exhibition of works
- Supported Teaching in Schools (STS) School placement programme.
- Project in Figure and Perspective Drawing
- Reflective practice My understanding of a curriculum; the similarities and difference between the old and current JHS Curricula in terms of Structure, Subject Allocation / Load, Teaching strategies and Assessment Strategies; The need for integrating subjects; and why issues on Equity, Inclusivity and Gender have been key in the development of the current curriculum.

TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done. The	during each stage of the	participants (Tutors) will	
guidance notes in	session	do during each state of the	
italics identify the		session) Guidance Notes	
prompt the SL/HoD		on Tutor Activity during	
		the PD Session. What PD	

needs and each one must be addressed		Session participants (Tutors) will do during each state of the session)	
Introduction / lesson overview	1.1. Use an Ice breaker to start the session.	Revision Activity	15 mins
 Reflection on previous PD Session (Introduction to the course manual) Introduction and overview 	1.2. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson 11after the PD session. (refer to your respective TVET domains)	1.2 Write on flipchart your experiences (successes and, challenges) as you taught Lesson 11 after the PD session and present your views.	
of the main purpose of the lesson in the course manual. • Highlight cross	1.3. Invite critical friends who observed. Lesson 11 to share their experiences.	1.3 If you observed Lesson 11, please share your experiences.	
cutting themes i.e., gender equality and social inclusion (GESI), ICT.	1.4. Ask tutors to read the introductory sections of the current lesson (12) and the main purpose.	1.4 Read the introductory Sections of the current lesson.	
Identification of important or distinctive aspects of the lesson	1.5. Guide tutors to identify some cross cutting issues i.e., gender equality and social inclusion (GESI), ICT and pair share ideas.	1.5 Think-pair-share your views on the cross-cutting themes identified.	
	1.6. Ask tutors to identify the important or distinctive aspects of the lesson	1.6 Share your observations on the important or distinctive aspects of the lesson	
Reading and discussion of the introductory sections up to learning outcomes	1.7 Have Tutors scan through the Course Manual (in their respective TVET domains) in pairs (Lesson 12) and note down the main purpose, Course Learning Outcomes	1.7 In pairs read lesson (Lesson 12) and note down the main purpose, Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive	

(CLOs), Learning Indicators (LIs), and other distinctive aspects of the lessons. aspects of the lessons.

Agriculture

- a) Sustainable use of natural resources and farms
- b) Agriculture Associations and Organizations in Ghana: Non-Governmental Organizations

Home Economics

- a) Professional practice:Reflective teacher:REVISION OF SEMESTERCOURSE WORK
- b) REVISION OF SEMESTER COURSE WORK, 2.
 Professional PracticeReflective teacher

Technical:

- Tests on concrete and mortar mixtures on sites
- b) Methods and
 Resources Used for
 Teaching Design and
 Realization
- c) Electrical and Electronics Project
- d) Construction of Archimedes spiral
- e) procedures to ensure the desired shape.

Visual Arts:

- a) Exhibition of works
- b) Supported Teaching in Schools (STS) - School placement programme.

Project in Figure and Perspective Drawing d) Reflective practice - My understanding of a curriculum; the similarities and difference between the old and current JHS Curricula in terms of Structure, Subject Allocation / Load, Teaching strategies and Assessment Strategies; The need for integrating subjects; and why issues on Equity, Inclusivity and Gender have been key in the development of the current curriculum. 1.8 Ask tutors to be in pairs and let them discuss the main purpose of the current PD Session and	1.8 In pairs, discuss the main purpose of the current PD Session and	
ask them to share with the group. 1.9 Ask tutors to brainstorm	share with the larger group. 1.9 Brainstorm on the	
on the main integrated content and pedagogy to be covered in lesson 12 and clarify issues that may arise from the discussion.	main integrated content and pedagogy to be covered in the lesson and clarify issues that may arise from the discussion.	
1.10 Ask tutors to pair up and identify the distinctive aspects of today's lesson. Some distinctive aspects of the lesson include: (refer to the TVET domains)	1.10 In your pairs, identify and discuss the distinctive features of the lesson. Read your respective course manual	

Th		ND Those should be done		
The guidance notes		NB. These should be done		
for SL/HoD need to		within the context of the		
		various TVET domains		
2.	•	2.1 Guide tutors to identify	2.1 Read lesson 12 of the	40 mins
	Development	the key activities in	course manual (refer	
	(New learning	lesson 12 in their	to your respective	
	likely to arise in	respective course	TVET domains) and	
	this lesson):	manuals, e.g., <i>Discuss</i>	write down the key	
	 Identification 	the meaning of	concepts of the lesson.	
	and discussion	sustainability and	Share your list with the	
	of concepts	natural resources	whole group.	
		management and the		
	 Identification 	factors that influence		
	of possible	their use. Build portfolio		
	challenging	on factors (e.g., mining		
	areas in	sites, burnt bushes,		
	teaching of	degraded areas, etc.)		
	the concept.	that destroy the		
	This may	environment. Carry out		
	include GESI	project work/action		
	and ICT	research to develop and		
	related	implement measures to		
concepts.		regenerate degraded		
		environment.		
	 Identification 	Professional Practice,		
	of needed	present a written report		
GESI		on professional practice,		
responsive		values and attitudes as a		
and ICT		developing teacher		
	resources for	observed during the		
the teaching		school placement		
and learning		session. Prepare a folio		
of the		on the Tests on concrete		
		and mortar mixtures on		
	concept.	sites. Resources used for		
		Teaching Design and		
		Realization. Production		
		of an electrical/		
		electronic artifact that		
		addresses a real-life		
		problem and the		
		preparation of an album		
		on the construction of		
		Archimedes spiral.		
		Demonstrate knowledge		
		and understanding of		
		the differences between		

the structure and key areas of the old and new JHS curriculum (Structure, Subject Allocation / Load, Teaching and Assessment Strategies). Human Figure: Rendering of women, men and children. Demonstrate knowledge and understanding of the concept and importance of Supported Teaching in Schools (STS). Demonstrate knowledge and skill in exploring the possibilities of using the activity-based approaches in lesson delivery at the basic level. Demonstrate knowledge and understanding of the concept and importance of exhibition, demonstrate knowledge and understanding of how exhibitions are used as teaching and learning resource.

- 2.2 Brainstorm with Tutors to identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning and how they can support student teachers to guide basic school pupils to learn any challenging topics and concept through STS activities.
- 2.2 Identify and discuss aspect(s) of the lesson you presume might pose some challenges for you in terms of new learning. Discuss possible solutions and how you can support student teachers to guide basic school pupils to learn any challenging topic and concept through STS activities.

				1
		2.3 Let tutors list the	2.3 List the various	
		resources that will be	resources (e.g.,	
		needed to teach this	resources that can be	
		lesson effectively, e.g.,	obtained from	
		Drawing and colouring	literature, web and	
		tools and materials,	local sources) that are	
		assemblage and	needed to teach this	
		construction tools.	lesson.	
		Resource persons,		
		audio-visuals from		
		YouTube and other		
		internet sources,		
		projectors and		
		computers, charts and		
		diagrams relevant to		
		the various TVET		
		domains.		
		(Refer SL/HoD guidance		
		notes bellow)		
Gu	idance notes for	NB. All discussion should be		
	/HoD should	done within the context of		
•	Identify any	the various TVET domains		
	aspect of the	and as related to the		
	lesson that	respective lesson topics in		
	might be	the manual.		
	challenging for	Additional Considerations:		
	tutors in terms	In addition to provisions in		
of new learning,		the manual, tutors may		
	and which needs	explore additional		
to be considered		resources, e.g.		
	prior to taking	Technical challenges female		
	tutors through	students and SEN could face		
	the lesson	during practical		
	activities "walk	demonstration of		
	through". Equity	Assemblage works and		
	and inclusion	electrical/ electronic should		
	issues as well as	be noted and prepared for.		
	ICT resources	be noted and prepared for.		
	need	Tools		
	consideration.	Drawing Board, drawing		
	The resources	tools and materials		
	needed must be	including ICT tools		
	identified:	(computer Software like		
		AutoCAD, Adobe		
	literature – page referenced, etc.	Photoshop, Coral Draw,		
	on web,	Publisher, PowerPoint), etc.		
		(Visual Art)		
	YouTube,	(visuai Ai t)		1

	physical	NB.	
	resources,	For Visual Art, there	
	power point;	would be (Human Figure:	
	how they should	Rendering of women,	
	be used.	men and children) as well	
	Consideration	as assemblage artwork.	
	needs to be	Please do apply cautions	
	given to local	discussed earlier about	
	availability.	females not posing for	
	•	males to draw. Female	
•	This section can	and other learners with	
	build on the PD	SEN should all be	
	needs identified	encouraged and	
	from the course	supported to try their	
	manuals	hands at all aspects of the	
	manuais	subject.	
3	Teaching,		40 mins
3	learning and	share their views on views on the activities	40 1111115
	assessment		
		the teaching and that are likely to be	
	activities for the	learning activities that different from your	
	lesson.	are likely to be previous experiences	
	Reading of	different from their to GESI related	
	teaching and	previous experiences activities.	
	learning	for clarification	
	activities and	especially GESI related	
	identification	activities.	
	of areas that		
	require	3.2 Lead tutors through 3.2 Read the teaching and	
	clarification	one or two teaching learning activities in	
	especially GESI	learning activities, e.g. the course manual and	
	related	a) Libraries and books for compare the activities	
	activities.	information on the there with those you	
		lesson, Surf OERs, and identified in your	
	 Working 	other related sites. groups.	
	through one	b) The need for resource	
	or two	persons to share	
	activities,	experiences with	
	•	learners.	
		c) Visit to a workshop,	
		Hotel/Guest House, or	
		an internally created	
		temporal Model House.	
		d) Use role play to	
		illustrate lesson.	
		e) Use video, photographs,	
		etc. to clarify concepts.	
		1	

	3.3 Lead tutors to identify other possible approaches to the teaching of the lesson.	3.3 Discuss other possible approaches to the teaching of the lesson.
	3.4 Guide tutors in groups to find and discuss GESI related activities in the manual, (their understanding and relevance of the provision in the manual)	3.4 Identify and discuss in pairs (where applicable) GESI related activities in the manual.
• Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)	3.5 Let tutors read and discuss the assessment component of Lesson 12. Let them compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately. Note: In-class assessment should take form of student teachers using power point presentations etc.	3.5 Read and discuss the assessment component of Lesson 12. Compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.
Guidance notes for	NOTE.	
SL/HoD	a) Attention should	
 Select activities, 	also be paid to	
linked to CLO	Gender and	
and indicators,	inclusivity issues in	
from the lesson	group formation as a	
that are likely to	way of facilitating	
be most	GESI compliance.	
different from	b) Refers to the	
tutors' previous experience.	respective TVET	
These could	domain.	
involve applying	5.51101111	
new content,	c) At this time, the	
e.g. from	semester is coming	
section 2, or	to a close and	
approaches to	projects should be	
teaching,	nearing completion.	

- learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.
- Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.
- Identify how any assessments during the lesson relate to course assessment components.
- Identify where power point presentations or other resources need to be developed to support learning and provide guidance. The selected activities should be done with tutors in real or close to real time.
- Identify where, and which, core

- (refer to guidelines for assessing practical works in session 2)
- d) Tutors should encourage student teachers to update their portfolios. (refer to what goes into a Portfolio in session 4)
- e) Tutors should not forget to guide student teachers' revision in preparation towards the end of semester examinations.
- f) Tutors should also avail themselves to be assessed by student. (Refer below for sample questionnaire for your students)

	and transferable skills, including			
	digital skills, are			
	being developed			
	or applied.			
•	Makes links to			
	the existing PD			
	Themes with			
	page reference			
	where they can			
	support			
	teaching, for			
	example: action			
	research,			
	questioning and to other external			
	reference			
	material.			
	material.			
•	Identify			
	resources			
	required for any			
	TLMs and			
	provide guidance			
	on their			
	development			
4	Evaluation and	4.1 Guide tutors to	4.1 Summarise the	10 mins
	review of	summarise the	discussions so far.	
	session:	discussions so far.		
	Review			
	learning and	4.2 Ask tutors to identify	4.2 Identify any	
	identification	any outstanding issues related to the current	outstanding issues that relate to the	
	of any outstanding	lesson for clarification.	current lesson for	
	issues relating	lesson for claimcation.	clarification.	
	to this lesson		ciarification.	
	for	4.3 Have tutors discuss	4.3 Discuss your general	
	clarification.	their general impression	impression about the	
	Course	about the course.	course.	
	assignment			
	Advance	4.4 Prompt tutors to invite	4.4 Invite a critical friend	
	preparation	a critical friend from the	from the same or	
	In the case of	same or related area to	related area to	
	unresolved	observe their lesson	observe your lesson	
	issues	during teaching and	during teaching and	
		provide feedback.	provide feedback.	

	4.5 Lead tutors to review learning from the course (e.g., how did tutors find the PD sessions? How did the sessions helped them to teach the 4 courses? How did student teachers find the course? What did tutors learn generally from teaching the course? Etc.) In the case of unresolved issues refer to the SWLs	4.5 Review learning from the course (e.g., How did you find the PD sessions? How did the sessions helped you to teach the course? How did student teachers find the course? What did you learn generally from teaching the course? etc.)	
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40% End of semester examination. This means ensuring subject project, subject portfolio preparation and development are			

explicitly addressed in the PD sessions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Good	2
Minimal	3

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

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

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