

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

HANDBOOK FOR COORDINATORS





The Government of Ghana



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Foreword

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

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

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

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

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

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

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

Overview

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

1. Background to the new approach to PD

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

2. Features of the B.Ed. PD Sessions

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

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, equipment and machines | Nature (identification), proper uses, care/maintenance of tools, equipment and machines |
| Skills Training Materials and Resources | Sources, characteristics/properties, uses and health, safety and environment (HSE) |
| Learning Environments: Workshops, studios, and laboratories | types and uses, management practices, safety rules and practices, HSE including Water, Health and sanitation (WASH) related issues |
| Operations, processes, procedures, and products | Design and realisation/composition, laying out, manufacturing processes and their related HSE, |

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| | 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 Phase:

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. <i>What the SL/HoDs will have to say during each stage of the session</i> | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) 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 |
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| 1. Introduction / lesson overview <ul style="list-style-type: none">• 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 |

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| <p>(Introduction to the course manual)</p> <ul style="list-style-type: none"> • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | <p>1.2. Ask tutors to share their views with the whole group.</p> | <p>1.2 Share your views with the whole group.</p> | |
| <p>1 Reading and discussion of the introductory sections up to learning outcomes</p> | <p>1.3. Ask tutors to read the introduction of the new course(s) <i>e.g., Goal for the Subject or Learning Area, Key contextual factors, Course Description, Core and transferable skills and cross cutting issues, including equity and inclusion</i></p> | <p>1.3 Read the introduction of the new Course silently.</p> | |
| | <p>1.4. Ask tutors to discuss the introduction to <i>the course manual(s)</i>:</p> <p>1.5. Ask tutors to ‘think, pair and share’ what they consider as the focus of the <i>course</i>.</p> <p>1.6. Ask tutors to read through introduction of Lesson 1 of the Year 2 Semester 2 silently.</p> | <p>1.4 Discuss the introduction to the course manual(s):</p> <p>1.5 Think through introduction of the manual and in pairs share (and discuss) what you consider as the focus of the <i>course</i>.</p> <p>1.6 Read through the introduction of Lesson 1 of the Year 2 Semester 2 silently.</p> | |

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| | <p>1.7. Ask tutors to Identify and discuss the important features of the lesson (<i>title of the lesson, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, etc.</i>)</p> <p>1.8. Ask tutors to brainstorm on the uniqueness of the lesson</p> | <p>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.</p> <p>1.8 Brainstorm on the uniqueness of the lesson</p> | |
| <p>The guidance notes for SL/HoD need to</p> | <p><i>NB. These should be done within the context of the various TVET domains.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Tutor should also help learners to appreciate what will be expected of them.</i></p> <p><i>NB. Approaches may differ from one TVET domain to the other.</i></p> | | |

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| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts. • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>2.1. Ask tutors to read through the main lesson and identify the features. <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.)</i></p> <p>2.2. Ask tutors to list the major concepts in the lesson, e.g. <i>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.</i></p> <p>NB: Courses in the various TVET Domains for the Semester Agriculture</p> <p>a) <i>Agricultural Policies and Association</i></p> | <p>2.1 Read through the main lesson and identify the features of the lesson.</p> <p>2.2 List the major concepts in the lesson. Share your list with the whole group.</p> | <p>40 mins</p> |
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| | <p>b) <i>Agricultural and Resources</i></p> <p>Home Economics</p> <p>a) <i>Application of Theories and Principles in Clothing and Textiles</i></p> <p>b) <i>Application of Theories and Principles in Food and Nutrition</i></p> <p>Technical:</p> <p>a) <i>Engineering Drawing</i></p> <p>b) <i>Design and Realization ii</i></p> <p>c) <i>Construction Technology i</i></p> <p>d) <i>Basic Electricals and Electronics</i></p> <p>Visual Arts:</p> <p>a) <i>Concepts of Idea Development (Ideation)</i></p> <p>b) <i>Composition and Creative Expression in Visual Art</i></p> <p>c) <i>Figure and Perspective Drawing</i></p> <p>d) <i>Curriculum in Visual Art</i></p> <p>NB. Please refer to the respective Course Manuals</p> | | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT | <p><i>NB. All discussions should be done within the context of the various TVET domains</i></p> | | |

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| <p>resources need consideration.</p> <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals | | | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. | <p>3.1. Ask tutors to write possible challenging areas in teaching of the concepts identified.</p> <p>3.2. Ask tutors to list activities in the lesson that will enhance GESI and ICT integration</p> | <p>3.1 Write possible challenging areas in teaching of the concepts identified.</p> <p>3.2 List the activities in the lesson that will enhance GESI and ICT integration</p> | <p>40 mins</p> |
| | <p>3.3. Ask tutors to read silently the teaching and learning activities and identify areas that require clarification</p> | <p>3.3 Read silently the teaching and learning activities and identify areas that require clarification</p> | |
| | <p>3.4. Lead tutors to discuss areas identified in 3.3. and take note of where, and which, core and transferable skills can be developed or applied in the lesson and how they can support</p> | <p>3.4 Discuss areas identified in 3.3. and note where, and which, core and transferable skills can be developed or applied in the lesson and how you can support student teachers to guide basic</p> | |

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| | <p>student teachers to guide basic school pupils to develop these skills through STS activities</p> | <p>school pupils to develop these skills through STS activities. NB: Present your findings on a flip chat.</p> | |
| | <p>3.5. Walk tutors through one or two teaching learning activities, i.e.</p> <p>Show a short video on concepts, principles, processes and procedures as they pertain to the various lessons e.g.</p> <p><i>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</i></p> | <p>3.5 Discuss the relevance of the activities to the lesson.</p> | |

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| | <p><i>(Theories/concepts of nutrition)</i></p> <p><i>Demonstrate processes, procedures, recipes, etc.</i></p> <p><i>Use OERs and other internet resources to surf for further information, e.g.</i></p> <p>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.</p> | | |
| | <p>3.6. Ask tutors to discuss other relevant approaches to the teaching of the lesson, e.g., <i>Simulation of processes, gallery walk, use of resource persons, etc.</i></p> | <p>3.6 Discuss other relevant approaches to the teaching of the lesson</p> | |
| | <p>3.7 Ask tutors to list resource required for developing specific TLMs and provide guidance on the development of these, e.g.</p> <p>a) United Nations Food and Agriculture Organization (UNFAO)- Report, Ministry of Food and Agriculture (MoFA) Reports, Agricultural Mechanization Training Manual <i>www.encyclopedia.com. (Agriculture)</i></p> | <p>3.7 List resources required for developing specific TLMs and provide guidance on the development of these.</p> | |

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| | <p>b) United Nations Food and Agriculture Organization (UNFAO)- Report, Model Practice House, Fashion Homes, Textile Printing Houses, Hospitality centers like Hotels, Guest houses, <i>www.nottinghamfreeschool.uk</i> etc. (Home Economics).</p> <p>c) Land Commission/Architectural and Engineering Services Limited (AESL)/Town and Country Planning Reports, Drawing Board, drawing tools and materials including ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint</i>), www.electrical4u.com/nature-of-electricity/, etc. (Technical)</p> <p>d) <i>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)</i></p> | | |
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| <p>Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities.</p> | <p>3.8 With reference to the manual, ask tutors to list and discuss the relevant assessment opportunities in the manual, (<i>assessment as and for learning</i>).</p> <p>3.9 Ask tutors to compare the assessment arrangements in the course manual with the assessment arrangements in the NTEAP and identify what adjustments they need to make in line with the NTEAP.</p> <p>Refer Guidance notes for SL/HoD below.</p> | <p>3.8 List and discuss the relevant assessment opportunities in the manual.</p> <p>3.9 Compare the assessment arrangements in the course manual with the assessment arrangements in the NTEAP and identify what adjustments they need to make in line with the NTEAP.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. | <p>NOTE.</p> <p>a) <i>Due emphasis should be given to practical activities.</i></p> <p>b) <i>Emphasis should be on subject project and subject portfolio preparation.</i></p> <p>c) For practical products class jury and peer assessment must be encouraged.</p> <p>d) For TVET Visual Art, drawing is basic and must be given due attention.</p> <p>e) Assessment of practical activities should be done in compliance with a check list (stage-by-stage), noting specific</p> | | |

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| <ul style="list-style-type: none"> • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or | <p>skills to be acquired at each of the ideation stages, e.g. <i>preliminary sketches/preparatory stage, production sketch/production stage, prototype.</i></p> <p>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.</p> <p>g) Also, to be emphasised is the creative application of knowledge and skill, innovation, team work and relevant application of ICT tools and skills.</p> <p>h) Due attention should also be paid to individual differences as a way of facilitating GESI compliance.</p> | | |
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| <p>other resources need to be developed to support learning and provide guidance.</p> <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | | | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1. See if anything needs to be discussed. Make sure that everybody has a concrete plan for teaching.</p> <p>4.2. Ask tutors to identify a critical friend who can follow and report on their lesson delivery at the next PD session.</p> <p>4.3. In the case of unresolved issues refer to the SWLs</p> <p><u>Preparation for next PD Session</u> Read the Lesson 2 of Year 2 Semester 2 Course Manual</p> | <p>4.1 Individually, articulate how you will use knowledge and understanding gained to prepare for Lesson 1.</p> <p>4.2 Identify a critical friend who can follow and report on your lesson delivery at the next PD session.</p> <p>4.3 Individually, identify any outstanding issues relating to Lesson 1 for clarification.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project,</p> | <p>NB Most of the Courses in this Semester are practical skilled bases, hence emphasis should be given to practical activities.</p> | | |

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

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

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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | <p>1.1. Ask tutors to mention challenging issues from their previous lessons that needs to be addressed.</p> <p>(NB. Complete issues in lesson 1 before proceeding to lesson 2)</p> <p>○</p> | <p>Revision Activity:</p> <p>1.1 Mention challenging issues from your previous lessons that needs to be addressed</p> | <p>20 mins</p> |
| | <p>1.2. Ask tutors to Identify and discuss the important features of lesson 2 (title of the lesson, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, etc.</p> <p>1.3. Ask tutors to 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.</p> | <p>1.2 List the important and distinctive features of lesson 2 on 'A4' sheets with the whole group.</p> <p>1.3 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.</p> | |
| <p>Reading and discussion of the introductory sections up to learning outcomes</p> | <p>1.4. Ask tutors to read and discuss the introductory sections up to learning outcomes silently.</p> <p>Refers to Lesson topics as per the various manuals in the TVET domains:</p> | <p>1.4 Read the introductory sections up to learning outcomes silently.</p> | <p>40 mins</p> |
| | <p>1.5. Ask tutors to pair and share (where applicable) what they see as the focus of the lesson</p> | <p>1.5 Pair and share the focus of the lesson</p> | |

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| | 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 | |
| <p><i>The guidance notes for SL/HoD need to</i></p> <ul style="list-style-type: none"> • 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. | | | |

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| <p>The guidance notes for SL/HoD need to</p> | <p><i>NB. These should be done within the context of the various TVET domains</i></p> | | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>2.1. Ask tutors to read through the main lesson and identify the features. <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.) e.g. What is the relationship between CLOs and CIs?</i></p> <p>2.2. Ask tutors to list the major concepts/issues in the lesson and share with the whole group e.g. <i>Agriculture Policy in Ghana: Crop Production Policy (Agricultural and Resources), Handling and operation of tools, equipment, and machines in Horticultural and 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</i></p> | <p>2.1 Read through the main lesson and identify the features of the lesson.</p> <p>2.2 List the major concepts in the lesson and share your list with the whole group.</p> | <p>40 mins</p> |

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| | <p><i>industry), Basic Electricals and Electronics (Electrical Components, Conductors, Insulators, Switches & Fuses), etc.)</i></p> <p>2.3. Walk tutors through one or two teaching and learning activities as suggested in <i>the manual(s)</i></p> <p>2.4. Ask tutors to suggest other possible approaches to teaching the concepts.</p> <p>a) <i>Power Point Presentation on concepts</i> b) <i>Showing of physical objects to learners</i> c) <i>Showing sample pictures to learners</i> d) <i>Practical demonstration or simulation</i> e) <i>Visit to workshops.</i> f) <i>Use of resource Persons where applicable, etc.</i></p> <p>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.</p> <p>2.6 Ask tutors to list the needed resources for</p> | <p>2.3 Participate in discussion of activities.</p> <p>2.4 Suggest other possible ways to teach the concepts.</p> <p>2.5 Write possible challenging areas you envisaged in teaching of the concepts identified.</p> <p>2.6 List the needed resources for the</p> | |
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| | <p>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 materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), etc.</p> <p><i>NB. Please refer to the respective Course Manuals</i></p> | <p>teaching and learning of the concepts identified.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration | <p><i>NB. All discussion should be done within the context of the various TVET domains.</i></p> | | |

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| <p>needs to be given to local availability.</p> <ul style="list-style-type: none"> This section can build on the PD needs identified from the course manuals | | | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, | <p>3.1. Ask tutors to read the assessment activities in the manual(s) and identify areas that require clarification especially on <i>GESI</i> related activities. E.g., tutors should appreciate the work of female and SEN student teachers during practical activities.</p> <p>3.2. Refer to the NTEAP document. and let tutors focus on subject portfolio and subject project and indication how the lesson will contribute to these</p> | <p>3.1 Read the assessment activities in the manual(s) and identify areas that require clarification especially on <i>GESI</i> related activities.</p> <p>3.2 Refer to the NTEAP document focusing on subject portfolio and subject project and indication hoe the lesson will contribute to these</p> | <p>40 mins</p> |
| <p>Guidance notes for SL/HoD.</p> <ul style="list-style-type: none"> Select activities, linked to CLO and | <p><i>NB.</i></p> <p>a) <i>These discussions should be done within the</i></p> | | |

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| <p>indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</p> <ul style="list-style-type: none"> • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, | <p><i>context of the various TVET domains.</i></p> <p>b) <i>Appropriate instructional approach should be used in the delivery of lessons.</i></p> <p>c) <i>Due emphasis should be given to practical activities.</i></p> <p>d) <i>Emphasis should be devoted on Portfolio preparation.</i></p> <p>e) For practical products class jury and peer assessment must be encouraged.</p> <p>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., <i>preliminary sketches/preparatory stage, production sketch/production stage, prototype, etc.</i></p> <p>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,</p> | | |
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| <p>including digital skills, are being developed or applied.</p> <ul style="list-style-type: none"> • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>and farms are to be observed and assessed.</p> <p>h) Emphasis should be placed on creative application of knowledge and skill, innovation, teamwork and relevant application of ICT tools and skills and effective communication skills using the technical terms.</p> <p>i) Due attention should also be paid to individual differences as a way of facilitating GESI compliance.</p> <p>3.3 Lead tutors to develop power point presentation skills and other TLMs resources need to support teaching and learning activities.</p> | <p>3.3. Develop power point presentation skills and other TLMs resources need to support teaching and learning activities.</p> | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Ask tutors if there is any issue to be discussed.</p> <p>4.2 Make sure that everybody has a concrete plan for teaching. In the case of unresolved issues refer to the SWLs</p> <p>4.3 Ask tutors to select one tutor in their course area to observe their lesson and feedback on</p> | <p>4.1 Individually, identify any outstanding issues relating to lesson 1 for clarification.</p> <p>4.2 Individually, articulate how you will use the knowledge and understanding gained to prepare for Lessons 2.</p> <p>4.3 Select one Tutor in your course area to observe your lesson and back to the</p> | <p>10 mins</p> |

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| | the session in the next session. | session in the next session. | |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | <p align="center">Key Assessment Lesson for the Semester (Please SL/HoD should prepare to lead the discussion.)</p> <p align="center"><u>How to score practical lessons</u></p> <ol style="list-style-type: none"> i. Develop a check list indicating stages of the process. ii. Identify skill(s) that must be acquired. iii. Determine scores for each stage depending on the complexity of the skill. iv. Completed artefact must be scored on the following criteria. <ul style="list-style-type: none"> • Evidence of Preliminary/idea development process • Appropriate use of tools/material • Draft/craftsmanship (Composition-appropriate use of principles and elements of design, Colour and tone, etc. for 2-D works) • Originality • Suitability (NB if the work is not suitable it means all other areas of evaluation may be faulty). <p><i>It is always useful to involve student teachers in the process through the jury. Encourage Peer and self-assessment.</i></p> | | |

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 frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i> | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) 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 |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | <p>1.1. Start the PD Session with an Ice breaker. (a song or a short game)</p> <p>1.2. Ask tutors to mention challenging issues from their previous lessons that needs to be addressed.</p> <p>1.3. Ask tutors to explain how useful the previous PD sessions was to learners’ development.</p> <p>(NB. Complete issues in Lesson 2 before proceeding to lesson 3)</p> | <p>Revision Activity:</p> <p>1.1 Sing a song to start the PD Session. Or use a short game.</p> <p>1.2 Mention challenging issues from the previous lessons that needs to be addressed.</p> <p>1.3 Explain how useful the previous PD sessions was to learners’ development.</p> | <p>15 mins</p> |
| | <p>1.4. Ask tutors to read the lesson description of the lesson.</p> <p>1.5. Guide tutors to identify and discuss the important distinctive aspects of the lesson (<i>title of the lesson, relevant Previous Knowledge, purpose of the lesson and delivery mode.</i>)</p> | <p>1.4 Read the description of the lesson aloud.</p> <p>1.5 Identify and discuss important distinctive feature of the lesson.</p> | |
| <p>Reading and discussion of the introductory sections up to learning outcomes</p> | <p>1.6 Ask tutors to read and the introductory sections of the lesson up to learning outcomes. Refer to the relevant TVET manuals.</p> <p>1.7 Ask tutors to identify the cross-cutting issues</p> | <p>1.6 Read the introductory sections of the lesson up to learning outcomes of the lesson.</p> <p>1.7 List the cross-cutting issues in the lesson.</p> | |

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| | <p>like GESI and ICT issues in the lesson.</p> <p>1.8 Guide tutors to brainstorm on how GESI and ICT issues in the 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.</p> | <p>1.8 Brainstorm on how GESI and ICT issues can be addressed during the lesson.</p> | |
| <p><i>The guidance notes for SL/HoD need to</i></p> <ul style="list-style-type: none"> • 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 | <p><i>NB. These should be done within the context of the various TVET domains</i></p> | | |

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| <p>controversial questions related to GESI and ICT and provide responses for SL/HoD.</p> <ul style="list-style-type: none"> • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD. | | | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>2.1 Ask tutors to read through the main lesson and identify the features. (<i>topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.</i>)</p> <p>2.2 Ask tutors to list the major concepts in the lesson, e.g. <i>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</i></p> | <p>2.1 Read through the main lesson and identify the features of the lesson.</p> <p>2.2 List and share the major concepts in the lesson with your colleagues.</p> | <p>40 mins</p> |

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| | <p><i>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.</i></p> <p>2.3 Guide tutors to identify appropriate tools and materials for teaching and learning the concepts in the lesson, <i>e.g.</i></p> <p>Wi-Fi and other internet facilities machines and machine parts, NTS/ NTECF, etc.</p> <p>NB. Please refer to the various respective TVET Course Manuals</p> | <p>2.3 Identity appropriate tools and materials for teaching and learning the concepts in the lesson, <i>e.g.</i>, Wi-Fi and other internet facilities machines and machine parts, NTS/ NTECF, etc</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and | <p>2.4 Ask tutors to investigate the possible challenging areas in the teaching of the concepts identified and share your views.</p> <p>2.5 Let tutors discuss the needed resources for</p> | <p>2.4 Ask tutors to investigate the possible challenging areas in the teaching of the concepts identified and share your views.</p> <p>2.5 Let tutors discuss the needed resources for</p> | |

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| <p>which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration.</p> <ul style="list-style-type: none"> • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. • This section can build on the PD needs identified from the course manuals | <p>the teaching and learning of the concepts identified.</p> <p>2.6 Share the needs identified from your course manual.</p> | <p>the teaching and learning of the concepts identified.</p> <p>2.6 Share the needs identified from your course manual.</p> | |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and | <p>3.1 Ask tutors to read individually the teaching and learning activities.</p> <p>3.2 Lead tutors to share their views on methods suggested in the manual areas identified above considering its ability to deliver on GESI and ICT needs of the learners.</p> <p>N.B Run tutors through the lesson using some of the</p> | <p>3.1 Read the teaching and learning activities in lesson 3 as in the manuals.</p> <p>3.2 Brainstorm and share your views on the teaching and learning activities for Lesson 3 in the manual. Write out alternative ways of delivering Lesson 3.</p> | <p>40 mins</p> |

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| <p>learning activities and identification of GESI and ICT issues that require clarification.</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, | <p>methods prescribed in the manual, e.g.</p> <p>a) <i>using hands-on-activities demonstrate how to operate machines, processes, procedure.</i></p> <p>b) <i>provide documents and resource persons to speak to land litigation in the Agriculture sector.</i></p> <p>c) <i>use life models to guide learners identify and realize proportions of the human body.</i></p> <p>3.3 Ask tutors to suggest alternative ways to achieve the same or better result in delivering Lesson 3.</p> <p>3.4 Ask tutors to read through the assessment types suggested for Lesson 3</p> <p>3.5 Guide tutors to discuss the relevance or otherwise of assessment types in 3.4. above.</p> <p>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</p> | <p>3.3 Suggest alternative ways to achieve the same or better result in delivering Lesson 3.</p> <p>3.4 Read through the assessment types suggested for lesson 3. Write them down on A4 paper.</p> <p>3.5 Discuss the relevance or otherwise of assessment types in 4.5. above.</p> <p>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.</p> | |
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| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g., from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. | <p>NB.</p> <ol style="list-style-type: none"> 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. | | |
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| <ul style="list-style-type: none"> Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. | <p>f) Encourage activities that will help students acquire the necessary transferable skills such as students working in group</p> | | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion.</p> <p><i>Make sure everybody has prepared in advance for teaching.</i></p> <p><i>In the case of unresolved issues refer to the SWLs</i></p> <p>4.2 Remind tutors to identify a Critical friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session.</p> <p><u>Preparation for next PD Session</u> Read the Lesson 4 for the next session</p> | <p>4.1 Write down issues observed about the session and share them with the whole group for further discussion.</p> <p>4.2 Remember to identify a Critical friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session</p> | <p>15 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 %</p> | | | |

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| <p>End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | |
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Session 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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i> <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants</i> | <i>Time in session</i> |
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| | | <i>(Tutors) will do during each state of the session)</i> | |
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| 1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes | 1.1. Ask tutors to use shower thoughts to revise previous lesson. | 1.1 se shower thoughts to revise the previous lesson. | 15 mins |
| | 1.2. Ask the critical friend who observed the lesson to give report. | 1.2 Critical friends give follow-up report | |
| | 1.3. Ask tutors to discuss the main purpose of the lesson in the course manual | 1.3 Discuss the main purpose of the lesson in the course manual. | |
| | 1.4. Ask tutors to probe gender equality and social inclusion (GESI) issues and the use of ICT resources that will arise in this lesson. | 1.4 Discuss GESI and use of ICT resources issues in this lesson. | |
| | 1.5. Ask tutors to read the lesson description for lesson 4 individually. | 1.5 Read the lesson description for lesson 4 | |
| | 1.6. Ask tutors to discuss the relevance and alignment of learning outcomes and the learning indicator for lesson 4. | 1.6 Discuss the relevance and alignment learning outcomes and the learning indicator for lesson 4. | |
| <i>NB: this should be done in he various TVET domains in relation topics for lessons stated in course manual, e.g.</i> Agriculture | | | |

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| | <p>a) Agriculture policy in Ghana: Animal Production Policy</p> <p>b) Sustainable use of natural resources and farms</p> <p>Home Economics:</p> <p>a) Fabric finishes</p> <p>b) Food Commodities</p> <p>Technical:</p> <p>a) Semiconductors</p> <p>b) Orthographic projections of engineering components in 3rd angles projections</p> <p>c) Working Drawings of Designs</p> <p>d) The agencies and documents involved in land acquisition and development.</p> <p>Visual Arts:</p> <p>a) The philosophy and rationale of Creative Arts</p> <p>b) Characteristics of Human Figure and Related Canons</p> <p>c) Branches of Visual Arts (2- dimensional design and 3- dimensional design</p> <p>d) Product and Structural Designs – Sample 2-D and 2-D Product/Structural art works from developed ideas.</p> | | |
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| <p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 | <p>1.7 Lead tutors discussion on short overview of the lesson.</p> <p>1.8 Ask to tutor identify important or distinctive features of the lesson when using digital tools:</p> <p>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.</p> <p>GESI issues</p> <p>NB: Equity, Inclusion, culture Issues may affect lesson.</p> <p>Cultural background and SEN issues may affect lesson on cooking, sewing, caving, drawing living things (animals and humans), Land acquisition issues, etc.</p> <p>Equal opportunities should be given all student teachers during practical lessons irrespective of gender and ability.</p> <p>Land acquisition demand core values such as honesty, integrity, and responsible citizenship.</p> | <p>1.7 Discussion view of the lesson.</p> <p>1.8 Identify important or distinctive features of the lesson using digital tools.</p> <p>1.9 Discuss the course assessment opportunities for lesson in NTEAP.</p> | |
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| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>2.1. Ask tutors to identify and discuss the concepts of lesson 4 (as it pertains to <i>the various TVET domains</i>).</p> | <p>2.1 Identify and discuss concepts in lesson 4.</p> | <p>25 mins</p> |
| | <p>2.2 Ask tutors to write possible challenging areas in teaching of the concepts identified</p> | <p>2.2 Write challenging areas in teaching the concepts</p> | |
| | <p>2.3. Lead tutors to discuss the equity and inclusion issues considered in this lesson.</p> | <p>2.3 Discuss the equity and inclusion issues considered in this lesson.</p> | |
| | <p>2.4 Ask tutors to list the needed resources for the teaching and learning of the concepts.</p> <p>NB: Materials and resources for the lesson must be GESI responsive.</p> | <p>2.4 List the needed resources for the teaching the concepts.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. • The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical | <p>NB: This section is based on the PD needs identified from the course manuals.</p> <p>Challenging areas that may need consideration in the lesson.</p> <p>Agriculture</p> <ol style="list-style-type: none"> Some students may fear water bodies. Difficult in operating equipment and machines used in animal farming. Handling and operating sophisticated tools, equipment and | | |

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| <p>resources, power point; how they should be used. Consideration needs to be given to local availability.</p> <ul style="list-style-type: none"> • This section can build on the PD needs identified from the course manuals | <p>machinery in fish farming.</p> <p>Home Economics</p> <ol style="list-style-type: none"> 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? Male and SEN student teachers may not be motivated or to practice the skills cooking or sewing women dress. <p>Technical</p> <ol style="list-style-type: none"> Handling and operation of tools by female and SEN students in Technical skills. For construction lessons, the agencies and documents involved in land acquisition and development must be based National Building Policy. The role of Land Commission in land acquisition. | | |
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| | <p>Visual Art</p> <ul style="list-style-type: none"> 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. <p>General Information Abstract teaching of practical lessons due to lack workshops, models and studios.</p> <ul style="list-style-type: none"> 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 | | |
| <p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities | <p>3.1 Ask tutors to read through the teaching and learning activities and identify areas that require clarification on GESI or/and ICT related activities.</p> <p>3.2 Walk tutors through the activities related to the lesson, e.g.</p> | <p>3.1 Read through notes on teaching and learning activities in lesson 4.</p> <p>3.2 Follow the sample lesson</p> | <p>40 mins</p> |

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| <p>and identification of GESI and ICT issues that require clarification.</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities. | <ul style="list-style-type: none"> a) <i>Visit fishpond in the locality to give learners first-hand experience.</i> b) <i>Use Animal Production Policy document to explain policies regarding fisheries to learners.</i> c) <i>Inviting resource person(s) to explain and demonstrate processes for learners to see.</i> d) <i>Visit Textile Printing Houses, Hospitality centers like Hotels, Guest houses to give learners a practical feel.</i> e) <i>Take student teachers to a workshop nearby to have a practical feel of the lesson.</i> f) <i>Demonstrate to learners how to go about Working Drawings of Designs.</i> g) <i>Discuss with learners the agencies and documents involved in land acquisition and development.</i> h) <i>Take learners out to observe nature. Guide them to pick ideas from nature for the Ideation process.</i> i) <i>Demonstrate using a model the Characteristics of Human Figure and Related Canons</i> j) <i>Put learners in mixed ability groups to think pair and share the provisions in the JHS</i> | | |
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| | <i>Visual Arts Curriculum (The philosophy and rationale of Creative Arts), etc.</i> | | |
| | <p>3.3 Ask tutors to use think-pair-share to discuss the learning activities that require the use of ICT tools in lesson 4.</p> <p>E.g. Use YouTube and pre-recorded <i>video, etc. to clarify aspect of the lesson</i></p> | 3.3 Think-pair-share ideas regarding the activities that require the use of ICT in lesson | |
| | 3.4 Ask a tutor to identify course assessment opportunities for lesson 4. | 3.4 Identify course assessment opportunities in lesson 4. | |
| | 3.5 Ask tutors to verify how assessment in lesson 4 is aligned with the NTEAP. <i>(refer to the manual and NTEAP document)</i> | 3.5 Verify the alignment of assessment with the NTEAP | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. | <p>In addition to provisions in the manual, tutors may explore other approaches and resources in delivering Lesson 4, eg.</p> <p><i>Use video to illustrate challenging areas in lessons to clarify concepts.</i></p> <p>Resources required for Teaching Lesson.</p> <p>a) Land Commission/ National Building Policy Document/ Reports, Agricultural Mechanization Training Manual</p> | | |

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| <ul style="list-style-type: none"> • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p>b) Use ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, PowerPoint</i>) in the teaching Semiconductors, Cooking, Sewing, Drawing, <i>Human figure drawing</i>, etc.</p> <p>c) Use OERs to surf libraries and books for information on the lesson.</p> <p>d) Identify assessment opportunities for lesson: Refer to <i>Course Manual, NTS, NTEAP, GESI</i>.</p> | | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this | <p>4.1. Ask tutors if there are any outstanding issues relating to this lesson that need clarification.</p> | <p>4.1 Identify any outstanding issues relating to this lesson for clarification.</p> | <p>10 mins</p> |

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| <p>lesson for clarification.</p> <ul style="list-style-type: none"> ● Course assignment ○ Advance preparation ○ In the case of unresolved issues | <p>4.2. Ask a tutor to give review learning.</p> <p>4.3. Lead tutors to brainstorm on advance preparation activities for lesson.</p> <p>4.4. Ask tutors to identify materials that will be required for practical activities of the lesson.</p> <p>4.5. Ask tutors to identify a critical friend in the department who can follow and report on your lesson delivery at the next PD session.</p> | <p>4.2 Give a summary of the session.</p> <p>4.3 Brainstorm on advance preparation activities for Lesson 4.</p> <p>4.4 Identify materials required for practical activities of the lesson.</p> <p>4.5 Identify a critical friend to report on your lesson delivery at the next PD session</p> | |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40% End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | <p style="text-align: center;">Key Assessment Lesson for the Semester (Please SL/HoD should prepare to lead the discussion.)</p> <p>Building of Portfolios</p> <p>i. Identify the variety of items that can go into a portfolio in TVET.</p> <ul style="list-style-type: none"> ● 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. <p>ii. Deeside the appropriate form of the portfolio. Portfolios ca be either soft or hard portfolios.</p> <p>iii. Portfolios should not exist only for assessment. They constitute a private library for the learner, now and the future.</p> <p>iv. For Visual Art, is a necessary requirement for the scoring of any practical project work.</p> | | |

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

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| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed.</i> | <i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| <ul style="list-style-type: none"> • Introduction / lesson overview • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Reading and discussion of the introductory sections up to learning outcomes • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | <p>1.1. Ask tutors to recall two challenging issues they had in lesson 4 and how they addressed them, <i>e.g., Lack of tool and equipment, etc.</i></p> <p>1.2. Ask tutors to probe gender equality and social inclusion (GESI) issues and the use of ICT resources that aroused during lesson 4.</p> <p>Focus on the new Lesson.</p> <p>1.3. Ask tutors to read the Lesson Description and the Purpose for lesson 5 individually.</p> <p>1.4. Ask tutors to compare the learning outcomes and learning indicator with the lesson Description and the purpose for lesson 5 to see their alignment (as it pertains in their respective TVET domains) <i>e.g., Agriculture, Home Economics, Technical, Visual Art.</i></p> | <p>Revision Activity:</p> <p>1.1 Mention challenging issues from your previous lessons and tell the group how you addressed it.</p> <p>1.2 Discuss <i>GESI</i> and <i>ICT</i> issues during previous lesson (4).</p> <p>1.3 Read the Purpose and Lesson Description for Lesson 5</p> <p>1.4 List and compare the learning outcomes and learning indicator for lesson 5 with the lesson description and Purpose of the lesson</p> | <p>20 mins</p> |
| | <p>1.5. Ask tutors to identify the important features of the lesson of 5 (<i>refer manual</i>)</p> | <p>1.5 Identify the important features of the lesson of 5.</p> | |

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| | <i>What is the relationship between CLOs and CIs?</i> | | |
| | 1.6. Ask tutors to discuss equity and inclusion as well use of digital tools needed for the lesson, e.g. <i>GESI, use of ICT skills in teaching, critical thinking, problem solving, communication skills, etc.</i> | 1.6 Discuss the important features of the lesson in the including equity and inclusion as well as the digital tools needed for lesson 5 | |
| | 1.7. Ask tutors to identify and discuss any challenges they envisage in the delivery of the lesson. | 1.7 Identify any possible challenging in the use of digital tools envisage in teaching of the concepts. | |
| <p><i>The guidance notes for SL/HoD need to</i></p> <p>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</p> | Refer to details in the respective TVET manuals. | | |

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| <p>provide responses for SL/HoD.</p> <p>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</p> | | | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts | <p>2.1. Ask tutors to read and identify the key features of the lesson and discuss them. <i>(Topic/sub (topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.) e.g. What is the relationship between CLOs and CIs?</i></p> | <p>2.1 Read, identify and discuss the key features of the lesson.</p> | <p>40 mins</p> |
| | <p>2.2. Ask tutors to list and discussion the major concepts/issues in the lessons e.g. <i>Agriculture policy in Ghana: Fisheries Policy, Type, properties, handling and use of crop farming materials, Construction of</i></p> | <p>2.2 List and discuss the major concepts and issues in lessons 5</p> | |

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| | <p><i>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: (Body Parts), The Study of provisions in the JHS Visual Arts Curriculum</i></p> | | |
| <ul style="list-style-type: none"> • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to | <p>2.3 Ask tutors to write possible challenging areas they found in teaching of the concepts identified in lesson 5, <i>e.g. equity and inclusion issues, issues regarding female and SEN student teachers in the Construction, issues of female to male models, etc.</i></p> | <p>2.3 Read through lesson 5 and identify possible challenging areas in teaching of the concepts identified.</p> | |

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| <p>taking tutors through the lesson activities “walk through”.</p> | <p>NB. All discussion should be done within the various TVET domains. 2.4 Ask tutors to list and discuss equity and inclusion issues in the concepts.</p> | <p>2.4 List and discuss equity and inclusion issues in the concepts.</p> | |
| | <p>2.5 Ask tutors to list the needed resources for the teaching and learning of the concepts identified in lesson 5, e.g., <i>projector, computer, Drawing tool, materials and equipment, Agricultural Mechanisation Centre Training Centre Report, model, NTEF, JHS Curriculum, etc.</i></p> | <p>2.5 Identify and list on ‘A 4’ sheet the needed resources for the teaching and learning of the concepts identified in lesson 5.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • 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 | <p><i>NB. These should be considered within the various TVET domains.</i></p> <p>Tutor may let student teachers take turns to pose for drawing the human figure in the absence of a college model.</p> <p>But care must be taken not to unduly expose vulnerable students, (females and students with SEN) to ridicule.</p> <p><i>NB. Do not asking female students to pose for male students to draw</i></p> | | |

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| <p>3 Teaching, learning and assessment activities for the lesson.</p> <p>Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities.</p> <p>Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities,</p> | <p>3.1 Ask tutors to read through the teaching /learning activities.</p> <p>3.2 Ask tutors to identify prescribed teaching/learning methods for the Lesson 5 including GESI and ICT compliant approaches (refer to manual)</p> <p>3.3 Guide tutors through the Lesson 5</p> <p>a) <i>Use resource persons and Ministry of Agriculture publications to discuss Fisheries Policy in Ghana</i></p> <p>b) <i>Takes learners to a model farm to seat firsthand types, properties, handling and use of crop farming materials</i></p> <p>c) <i>Use diagram, pre-recorded videos or take learners to a construction site to experience at first hand Construction of Sectional Views, Scale Modelling of Designs, Construction materials</i></p> <p>d) <i>Use sample Textiles, Fibres, Fabrics to show learners Clothing Management, Care and maintenance of clothing.</i></p> | <p>3.1 Read through the teaching /learning activities.</p> <p>3.2 Identify prescribed teaching/learning methods for Lesson 5.</p> <p>3.3 Go through Lesson 5 as led by the PDC.</p> | <p>40 mins</p> |
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| | <p>e) <i>Use brainstorm to discuss with learners Food Commodities,</i></p> <p>f) <i>Use variety of materials to illustrate to learners the various Types of Semiconductors (Extrinsic semiconductors, N-type semiconductors, and P-type semiconductors)</i></p> <p>g) <i>Use mixed ability group discussion to revise lessons on the concepts in Creative Expression in Visual Arts- 2-D & 3-D designs</i></p> <p>h) <i>Let learners engage in a hands-on activity to Product/Structural Designs</i></p> <p>i) <i>Guide learners to try their hands on abstraction and stylization.</i></p> <p>j) <i>Use models to guide learners to draw Features of the human body.</i></p> <p>k) <i>Use discussion to the Study the provisions in the JHS Visual Arts Curriculum, etc.</i></p> | | |
| | 3.4 Ask tutors to discuss in pairs (where possible) the suitability of the suggested lesson delivery methods for lesson 5 | 3.4 Discuss in pairs the suitability of the suggested lesson delivery methods in the manual for lesson 5 and identify learning activities that require ICT issues | |
| | 3.5 Ask tutors to suggest other possible lesson | 3.5 Suggest other possible lesson | |

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| | 3.6 Lead tutors to discuss how to ensure that assessment is aligned with the NTEAP and the required course assessment in the course manual. | 3.6 Discuss how to align assessment to the NTEAP in the course manual | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Identify how any assessments during the lesson relate to course assessment components. • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which | <p>a) NB.</p> <p>b) <i>All activities should be in line with the course manual, NTS, NTEAP, GESI. etc.</i></p> <p>c) <i>Pay attention and give assistance to SEN student teachers who have difficulty in handling tools and equipment in Engineering drawing and Woodwork, Visual Art, Home Economics and Agriculture.</i></p> <p>d) <i>Use right teaching approach in practical lessons to involve all student teachers.</i></p> <p>e) <i>Ensure the safety of SEN student teachers especially when handling tools and equipment.</i></p> <p>f) <i>Give equal opportunity to</i></p> | | |

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| <p>might arise as the tutors work through the activities and provide guidance on these.</p> <ul style="list-style-type: none"> • Identify where, and which, core and transferable skills, including digital skills, are being developed or applied. • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. • Identify resources required for any TLMs and provide guidance on their development | <p><i>female and SEN students in Agriculture, Visual Art, Home Economics and Technical skills when operating machines.</i></p> <p>g) <i>Practical activities should be given prominence but must be done in safe environment.</i></p> <p>h) <i>Encourage the building of appropriate Portfolios.</i></p> <p>i) <i>Assessment must in compliance with the NTEAP</i></p> <p>j) <i>Use mixed ability groups in practical activities to enhance collaboration, teamwork, etc.</i></p> <p>k) <i>Due attention should also be paid to individual differences as a way of facilitating GESI compliance.</i></p> <p>l) <i>In Curriculum studies, relate the activities to Basic Education curriculum.</i></p> | | |
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| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 Ask tutors if there are any other outstanding issues that needed clarification.</p> <p>4.2 Ask tutors to identify critical friends who could follow-up and report on your lesson delivery at the next PD session.</p> <ol style="list-style-type: none"> a) Make sure that everybody has a concrete plan for teaching. b) Remind tutors to use the core and transferable skills 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 | <p>4.1 Review learning activities this lesson session</p> <p>4.2 Identify one tutor who can observe you and report on your lesson delivery at the next PD session.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | <ul style="list-style-type: none"> • SWL/SL/HODs to ensure that tutors assist student teachers do their subject project, subject portfolio preparation and development in relation to lesson 5. • Refer to the course manual, NTEAP, etc. | | |

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| 1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | 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. | 1.1 Revision Activity: Write one thing you learnt in PD session 5 and how you applied it in your teaching. | 15 mins |
| | 1.2 Ask tutors to share their views and experiences with the whole group either: <i>any interesting or challenging experiences, they had in class.</i> | 1.2 Share your views with the whole group (exiting or/and challenging experiences). | |
| Reading and discussion of the introductory sections up to learning outcomes | 1.3 Ask tutors to read the introduction to lesson 6, (<i>refer manual</i>) | 1.3 Read the introduction to lesson 6 silently | |
| | 1.4 Ask tutors to discuss the introduction to lesson(s): <i>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.</i> | 1.4 Discuss the introduction to lesson 6, (<i>refer to the respective manuals</i>) | |
| | 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. | |

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| | 1.6 Ask tutors to Identify and discuss any unique or distinctive features of Lesson 6. | 1.6 Identify and discuss any uniqueness or/and distinctiveness of Lesson 6 | |
| <i>The guidance notes for SL/HoD need to</i> | <i>NB. These should be done within the context of the various TVET domains.</i> | | |
| 2 Concept Development (New learning likely to arise in this lesson): <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | 2.1 Ask tutors to read through the main lesson and identify the sections. <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.)</i> 2.2 Ask tutors to list the major concepts in lesson 6. e.g. <i>Handling and use of horticultural and landscape design materials, Agricultural Mechanization Policies, Management Principles and Family Resource Management (Theories, concepts of Management), Management Principles and Family Resource Management, Characteristic of 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 Studio practice (2-D art</i> | 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 |

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| | <p><i>works/ compositions from natural and man-made objects), Study of the JHS Visual Arts Curriculum, Features of the human body, Product/Structural Designs, Study of some selected Product designs for ideas, etc.</i></p> <p>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.</p> <p>2.4 Ask tutors to list the needed resources for the teaching and learning of the concepts identified.</p> <p>(Refer SL/HoD guidance notes below)</p> | <p>2.3 Write possible challenging areas in teaching of the concept(s) identified and brainstorm/discuss possible solutions.</p> <p>2.4 List the needed resources for the teaching and learning of the concepts identified</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity | <p><i>NB. All discussion should be done within the context of the various TVET domains and as related to the respective lesson topics in the manual.</i></p> <p>Additional Considerations: In addition to provisions in the manual, tutors may explore additional resources, e.g. For the lessons in Agriculture and Technical, particularly the topics: <i>Handling</i></p> | | |

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| <p>and inclusion issues as well as ICT resources need consideration.</p> <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals | <p><i>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.</i></p> <p>Additional Resources</p> <ul style="list-style-type: none"> 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 <i>Family Science</i>, etc. (Home Economics). c) Land Commission/Architectural and Engineering Services Limited (AESL)/Town and | | |
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| | <p>Country Planning Reports, Drawing Board, drawing tools and materials including ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint</i>), etc. (Technical)</p> <p>d) Drawing Board, drawing tools and materials including ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint</i>), etc. (Visual Art)</p> <p>NB. <i>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.</i></p> | | |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification | <p>3..1 Ask tutors to read through the teaching and learning activities silently.</p> <p>a) Walk tutors through one or two teaching learning activities, e.g.</p> <p>b) <i>Surf OERs, and other related sites, libraries and books for information on the lesson.</i></p> | <p>3.1 Read through the teaching and learning activities to identify GESI related activities.</p> | <p>40 mins</p> |

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| <p>especially GESI related activities.</p> <ul style="list-style-type: none"> Working through one or two activities, | <p>c) <i>Invitation of resource persons to share experiences with learners.</i></p> <p>d) <i>Visit to a workshop, Hotel/Guest House, or an internally created temporal Model House.</i></p> <p>e) <i>Use role play to illustrate lesson.</i></p> <p>f) <i>Use video, photographs, etc. to clarify concepts.</i></p> <p>3.2 Ask tutors to suggest other possible approaches to the teaching of the lesson.</p> <p>3.3 Ask tutors to identify and discuss (pair share) GESI related activities in the manual, (<i>their understanding and relevance of the provision in the manual</i>)</p> | <p>3.2 Suggest other possible approaches to the teaching of the lesson.</p> <p>3.3 Discuss in pairs and share your understanding of the relevance of the GESI provision in the manual.</p> | |
| <ul style="list-style-type: none"> Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) | <p>3.4 Lead tutors to brainstorm on the assessment opportunities in the manual, (<i>their adequacy, alignment with or otherwise of the NTEAP and the related weightings</i>)</p> <p>3.5 Ask tutors to suggest other form(s) the assessment could take aside those suggested in the manual.</p> | <p>3.4 Brainstorm on the assessment opportunities in the manual</p> <p>3.5 Suggest other form(s) the assessment could take aside those suggested in the manual.</p> | |

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| <p>Guidance notes for SL/HoD</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • 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. | <p>NOTE.</p> <p>a) Due attention should also be paid to individual differences as a way of facilitating GESI compliance.</p> <p>b) <i>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)</i></p> <p>c) <i>For assessment however, emphasis could still be on Portfolio preparation. Portfolio in this lesson, however, could be written reports, newspaper articles, pictures, and sketches.</i></p> <p>d) <i>In addition to portfolio, PowerPoint presentations could form part of the assessment.</i></p> | | |
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| <ul style="list-style-type: none"> • 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 | <p>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.</p> <p>f) <i>Resources for TLMs could include photographs, pre-recorded videos that have relevance to the lesson, written publications from newspapers and magazines, etc. It is critical that Pre-recorded videos, projectors, simulators and other electronic gadget intended for the lesson is trail tested before the start of the lesson to avoid disappointment.</i></p> | | |
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| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 See if anything needs to be discussed. <i>Make sure that everybody has a concrete plan for teaching.</i></p> <p>4.2 Identify a critical friend who can follow and report on your lesson delivery at the next PD session.</p> <p><i>In the case of unresolved issues refer to the SWLs</i></p> <p><u>Preparation for next PD Session</u> Read lesson seven</p> | <p>4.1 Individually, articulate how you will use knowledge and understanding gained to prepare for lesson 6.</p> <p>4.2 Individually, identify any outstanding issues relating to lesson 6 for clarification.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | <p>NB Even though most of the Courses in this Semester are practical skilled bases and emphasis is to be given to practical activities, this should be balanced with relevant theories to explain better the practical activities as scholars.</p> <p>The core competences lesson 6 reflects this balance and must be encouraged.</p> | | |

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 points provide the frame for what is to be done. The guidance notes in italics identify the prompt the | Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i> | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
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| SL/HoD needs and each one must be addressed | | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT • Identification of important or distinctive aspects of the lesson | <p>Ice breaker</p> <p>Tell a story to illustrate the need for preparation before going to teach e.g.</p> <p><i>The allegory of the proverbial monkey.</i> <i>An old monkey once found an abandoned boot in the forest. The monkey who had seen the hunter and other human’s wearing boots and walking about proudly in the forest had nursed the desire to have the experience one day.</i></p> <p><i>Happily, the monkey, sighed, and planted its feet into the pair of worn-out boots. Just then the hunter who has also been trialling the old monkey and its family for regularly destroying the mangoes in his farm appeared.</i></p> <p><i>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</i></p> | | <p>20 mins</p> |

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| | <p><i>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.</i></p> <p><i>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.</i></p> <p>1.1 Ask tutors to tell the lesson they learnt from the story in relation to preparation for lessons <i>(for which the PD sessions are meant for)</i></p> | <p>1.1 Tell the lesson you learn from the allegory of the proverbial monkey story indicating what killed the old, knowledgeable and experienced monkey.</p> | |
| | <p>1.2 Ask tutors to pair (where applicable) and share at least best practice they learnt at their PD session 6 or any other sessions in the semester and how they applied it in their teaching.</p> | <p>1.2 Revision Activity: share at least one best practice you learnt in PD session 6 or any other sessions in the semester and how you applied in your teaching.</p> | |

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| <p>Reading and discussion of the introductory sections up to learning outcomes</p> | <p>1.3 Ask tutors to read the introduction to Lesson 7, (<i>refer manual</i>)</p> <p>Agriculture</p> <p>a) Handling and use of animal husbandry materials.</p> <p>b) Concepts in Association and Organization</p> <p>Home Economics</p> <p>a) Management Principles and Family Resource Management - <i>Theories/concepts of Management</i></p> <p>b) Management Principles and Family Resource Management</p> <p>Technical:</p> <p>a) Properties of construction materials.</p> <p>b) Realization Process</p> <p>c) Electronic Components (LED, Rectifiers, Zener, and Signal)</p> <p>d) Construction of loci</p> <p>Visual Arts:</p> <p>a) Human Figure (Actions and Gestures)</p> <p>b) Integration of Core Competences and Lifelong Skills in Visual Art (lessons/activities - Definition/explanation of competences and lifelong skills; Types/examples:</p> | <p>1.3 Read the introduction to Lesson 7 silently.</p> | |
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| | <p>Importance/relevance).</p> <p>c) Undertaking independent work in composition through Studio practice: (2-D art works / compositions from natural and man-made objects)</p> <p>d) Product and Structural Designs – (Designing to solve an identified challenge on campus)</p> | | |
| | <p>1.4 Ask tutors to discuss the introduction to lesson(s): <i>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.</i></p> <p>1.5 Ask tutors to brainstorm on what they consider as the focus of the lesson.</p> <p>1.6 Ask tutors to Identify and discuss any distinctive features of Lesson 7.</p> | <p>1.4 Discuss the introduction to Lesson 7, (<i>refer to the respective manuals</i>)</p> <p>1.5 Brainstorm on the focus of the lesson</p> <p>1.6 Discuss any uniqueness or/and distinctiveness of the lesson</p> | |
| <i>The guidance notes for SL/HoD need to</i> | <i>NB. As usual these should be done within the context of the various TVET domains</i> | | |
| 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 |

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| <p>likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>the sections. <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.)</i></p> <p>2.2 Ask tutors to identify and list the major concepts in lesson 7. e.g. <i>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/explanation 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 man-made objects), Product and Structural Designs (Designing to solve an identified</i></p> | <p>identify the features of the lesson.</p> <p>2.2 List the major concepts in the lesson. Share your list with the whole group.</p> | |
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| | <p><i>challenge on campus), Handling and use of animal husbandry materials, Concepts in Association and Organization, etc.</i></p> <p>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.</p> <p>2.4 Ask tutors to list the needed resources for the teaching and learning of the concepts identified.</p> <p>(Refer SL/HoD guidance notes bellow)</p> | <p>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.</p> <p>2.4 List the needed resources for the teaching and learning of the concepts identified</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as | <p><i>NB. All discussion should be done within the context of the various TVET domains and as related to the respective lesson topics in the manual.</i></p> <p><i>Additional Considerations:</i> <i>In addition to provisions in the manual, tutors may explore additional resources, e.g.</i> <i>For the lesson in Agriculture,</i></p> | | |

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| <p>ICT resources need consideration.</p> <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals | <p><i>(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.</i></p> <p><i>Additional Resources remain as in Lesson 7.</i></p> <p>a) <i>Ministry of Food and Agriculture (MoFA) Reports, Agricultural Mechanization Training Manual (Agriculture)</i></p> <p>b) <i>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).</i></p> | | |
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| | <p>c) <i>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.</i></p> <p>d) <i>Land Commission/Architectural 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).</i></p> <p><i>NB. Tutors handling Realization Process must note that this lesson emphasis the role of</i></p> | | |
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| | <p><i>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.</i></p> <p>e) <i>Drawing Board, drawing tools and materials including ICT tools (computer Software like AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint), etc. (Visual Art)</i></p> <p>NB. <i>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.</i></p> <p><i>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</i></p> | | |
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| | <p><i>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.).</i></p> <p><i>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.</i></p> <p><i>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.</i></p> | | |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that | <p>3.1 Ask tutors to read through the teaching and learning activities silently.</p> <p>3.2 Walk tutors through one or two teaching</p> | <p>3.1 Read through the teaching and learning activities to identify GESI related activities.</p> <p>3.2 Discuss in pairs and share your understanding of the</p> | <p>40 mins</p> |

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| <p>require clarification especially GESI related activities.</p> <ul style="list-style-type: none"> Working through one or two activities, | <p>learning activities, e.g.</p> <p>a) <i>Surf OERs, and other related sites, libraries and books for information on the lesson.</i></p> <p>b) <i>Invitation of resource persons to share experiences with learners.</i></p> <p>c) <i>Visit to a workshop, Hotel/Guest House, or an internally created temporal Model House.</i></p> <p>d) <i>Use role play to illustrate lesson.</i></p> <p>e) <i>Use video, photographs, etc. to clarify concepts.</i></p> <p>3.3 Ask tutors to suggest other possible approaches to the teaching of the lesson.</p> <p>3.4 Ask tutors to identify and discuss (pair share) GESI related activities in the manual, (<i>their understanding and relevance of the provision in the manual</i>)</p> | <p>relevance of the <i>GESI</i> provision in the lesson.</p> <p>3.3 Suggest other possible ways lesson 6 can be delivered.</p> <p>3.4 identify and discuss in pairs (where applicable) GESI related activities in the manual.</p> | |
| <ul style="list-style-type: none"> Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject | <p>3.5 Lead tutors to brainstorm on the assessment opportunities in the manual, (<i>their adequacy, alignment with or otherwise of the NTEAP and the related weightings</i>)</p> | <p>3.5 Brainstorm on the assessment opportunities in the manual</p> | |

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| <p>portfolio (30%) and end of semester examination (40%)</p> | <p>3.6 Ask tutors to suggest other form(s) the assessment could take aside those suggested in the manual.</p> | | |
| <p>Guidance notes for SL/HoD</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify where, and which, core and transferable skills, including digital skills, are being | <p>a) NOTE.</p> <p>b) Due attention should also be paid to individual differences as a way of facilitating GESI responsiveness.</p> <p>c) NB</p> <p>d) <i>This lesson has a lot more practical component. In Agriculture, Technical and Visual Art lessons, student teachers may be manipulating materials that are harvested from the environment or may generate waste. It would therefore be 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.</i></p> <p>e) <i>Assessment could still focus on Portfolio preparation. Portfolio in this lesson could be written reports, newspaper articles, pictures, sketches and 3D artefacts.</i></p> | | |

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| <p>developed or applied.</p> <ul style="list-style-type: none"> • 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. | <p>f) <i>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.</i></p> <p>g) <i>In addition to portfolio, PowerPoint presentations could form part of the assessment.</i></p> <p>h) <i>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></p> <p>i) <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, pre-recorded videos that have relevance to the lesson, written publications from newspapers and magazines, etc. could also be used.</i></p> | | |
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| | j) <i>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.</i> | | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues | <p>4.1 See if anything needs to be discussed. Make sure that everybody has a concrete plan for teaching.</p> <p>4.2 Identify a critical friend who can follow and report on your lesson delivery at the next PD session.</p> <p>In the case of unresolved issues refer to the SWLs</p> <p><u>Preparation for next PD Session</u> Read Lesson 8</p> | <p>4.1 Individually, articulate how you will use knowledge and understanding gained to prepare for Lessons 7.</p> <p>4.2 Individually, identify any outstanding issues relating to lesson 7 for clarification.</p> | 10 mins |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are</p> | <p>Key Assessment Lesson for the Semester Please SL/HoD should prepare to lead the discussion. <u>How to organize Field Trips</u></p> <p>a) Identify the appropriate site at least one semester ahead.</p> <p>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.</p> <p>c) Identify officer(s)/resource person(s) that will be the in-house tour guide at the site.</p> | | |

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 on-site 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 points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i> | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants | Time in session |
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| | | (Tutors) will do during each state of the session) | |
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| 1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | Use an Ice breaker to start the session. | Revision Activity: | 15 mins |
| | 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. | |
| | 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, <i>(refer manual)</i> 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 - <i>Theories/concepts of Management</i> | 1.3 Read the introduction to lesson 8 in your various groups. | |

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| | <p>b) Management Principles and Family Resource Management. Management Principles and Family Resource Management: Resource Management</p> <p>c) Management Principles and Family Resource Management: Resource Management</p> <p>Technical:</p> <p>a) Construction tools and equipment</p> <p>b) Realization Process</p> <p>c) Electronic Components II- Transistors (bipolar junction transistor, field effect transistor)</p> <p>d) Construction of cycloid</p> <p>Visual Arts:</p> <p>a) Product and Structural Designs – Designing to solve socioeconomic problems.</p> <p>b) Undertaking independent work in composition through Studio practice: 3-D art works / compositions from natural and man-made objects</p> <p>c) Human Figure in landscape scenes</p> <p>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</p> | | |
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| | and professional practice. | | |
| | <p>1.4 Refer tutors to the course manual and discuss the main purpose of the lesson, i.e., <i>to identify the features of the respective TVET domains.</i></p> <p>1.5 Ask tutors to ‘think, pair and share’ what they consider as the focus of the lesson.</p> <p>1.6 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)</p> | <p>1.4 Read lesson 8 of your respective course manual. What do you think is the main purpose of the lesson?</p> <p>1.5 Think-pair and share the focus of the lesson.</p> <p>1.6 In your pairs, identify and discuss the distinctive features of the lesson. Read your respective course manual</p> | |
| <i>The guidance notes for SL/HoD need to</i> | <i>NB. These should be done within the context of the various TVET domains</i> | | |
| <p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. | <p>2.1 Ask Tutors to read lesson 8 of the course manual for the key concepts, e.g., <i>Sophisticated fish farming materials in Agriculture; Agricultural Associations and Organizations. Management Principles and Family Resource Management in Home Economies; Management Principles and Family Resource Management. Construction tools and equipment; Identification of Tools/Equipment;</i></p> | <p>2.1 Read lesson 8 of the course manual (Your respective TVET domains) and write down the key concepts of the lesson.</p> <p>Share your list with the whole group.</p> | 40 mins |

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| <ul style="list-style-type: none"> • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p><i>Transistors (bipolar junction transistor, field effect transistor) and Construction of cycloid of Technical Skills.</i></p> <p>For Visual Art, <i>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.</i></p> <p>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.</p> <p>2.3 Ask Tutors to list the resources that will be needed to teach this lesson effectively. Examples of resources needed include audio-visuals from YouTube and resource persons, projectors and computers, charts and diagrams of the TVET domains.</p> | <p>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.</p> <p>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.</p> | |
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| | (Refer SL/HoD guidance notes bellow) | | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals | <p><i>NB. All discussion should be done within the context of the various TVET domains and as related to the respective lesson topics in the manual.</i></p> <p>Additional Considerations: In addition to provisions in the manual, tutors may explore additional resources, e.g.</p> <p>For the lessons in Agriculture, (Handling and use of fish farming materials: it will be cogent learners are sent to fish farming community to have the actual feeling of the lesson) and Technical (inviting resource person(s) or taking learners to a workshop nearby to have a practical feel of the lesson).</p> <p>Drawing Board, drawing tools and materials including ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint</i>), etc. (Visual Art)</p> <p>NB. For Visual Art, there would be (compositions from natural and man-made objects). Learners should be assisted to get the necessary items for compose.</p> | | |

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| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Working through one or two activities, | <p>3.1 Let Tutors work in groups to identify the teaching and learning activities that are likely to be different from their previous experiences for clarification especially <i>GESI</i> related activities.</p> <p>3.2 Direct tutors through one or two teaching learning activities, e.g.</p> <ol style="list-style-type: none"> <i>Libraries and books for information on the lesson, Surf OERs, and other related sites.</i> <i>The need for resource persons to share experiences with learners.</i> <i>Visit to a workshop, Hotel/Guest House, or an internally created temporal Model House.</i> <i>Use role play to illustrate lesson.</i> <i>Use video, photographs, etc. to clarify concepts.</i> <p>3.3 Led tutors to identify other possible approaches to the teaching of the lesson.</p> <p>3.4 Guide tutors in groups to find and discuss GESI related activities in the manual, (<i>their understanding and relevance of the provision in the manual</i>)</p> | <p>3.1 In your groups, identify the activities that are likely to be different from your previous experiences to GESI related activities.</p> <p>3.2 Read the teaching and learning activities in the course manual and compare the activities there with those you identified in your groups.</p> <p>3.3 List and share other possible ways this lesson can be delivered.</p> <p>3.4 Identify and discuss in pairs (where applicable) GESI related activities in the manual.</p> | <p>40 mins</p> |
| <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring | <p>3.5 Let tutors read and discuss the assessment component of Lesson 8. They should compare</p> | <p>3.5 Read and discuss the assessment component of Lesson 8. Compare the suggested</p> | |

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| <p>they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> | <p>the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p> <p>Note: Class assessment can take the form of portfolios include student teacher presentations using power point. etc.</p> | <p>assessment strategies in the course manual with the NTEAP, and review appropriately.</p> | |
| <p>Guidance notes for SL/HoD</p> <ul style="list-style-type: none"> Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. Anticipate any issues for clarification or questions which might arise as the tutors work | <p>NOTE.</p> <p>a) Attention should also be paid to Gender and inclusivity issues in group formation as a way of facilitating GESI compliance.</p> <p>b) Refer to the respective TVET domain. But for Agriculture where student teachers may be required to Handle and use fish farming materials, tutors should be mindful of <i>GESI</i> compliance. Care should be taken should the tutor decide to send learners to the beach (Sea shore) or lakeside to see at first hand fish farming materials and handling. (beside the fact that some female students fear water bodies, all student teachers in the team should be made to comply with safety rules)</p> <p>c) Emphasis should be on Subject Portfolio and Subject Presentations.</p> | | |

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| <p>through the activities and provide guidance on these.</p> <ul style="list-style-type: none"> • 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 | <p>PowerPoint presentations should also be encouraged as part of assessment.</p> <p>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.</p> <p>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 disappointment.</p> | | |
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| <p>teaching, for example: action research, questioning and to other external reference material.</p> <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | | | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Ask Tutors to individually write down two key ideas they are taking away from the session.</p> <p>4.2 Clarify any unresolved issues and remind tutors to read lesson 9 in preparation for the next PDS.</p> <p>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</p> | <p>4.1 Individually write down two key ideas you are taking away from this lesson.</p> <p>4.2 Before we meet for the next PD, please read Lesson 9.</p> <p>4.3 Invite a critical friend to observe your lesson and give you feedback for improvement</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester</p> | <p>NB Even though most of the Courses in this Semester are practical skilled bases and emphasis is to be given to practical activities, this should be balanced with relevant theories to explain better the practical activities as scholars.</p> <p>Core competences in this lesson reflects this balance and must be encouraged.</p> | | |

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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i> | <i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> | <i>Time in session</i> |
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| 1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | 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 | 1.1 Revision Activity: Mention some of the best practices you learnt in PD session 9 and how you used it in your teaching. | 15 mins |
| | 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. | 1.2 Critical friend share your practical ideas with the whole group | |
| 2. Reading and discussion of the introductory sections up to learning outcomes | 1.3. Ask tutors to read the introduction to lesson 10: <i>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.</i> | 1.3 Read the introduction to lesson 10 silently. | |
| | 1.4. Ask tutors to discuss the introduction to Lesson 10. 1.5. Ask tutors to discuss in groups and share their views on what they consider as the focus of Lesson 10. | 1.4 Discuss the introduction to Lesson 10, (<i>refer to the respective manuals</i>) 1.5 Discuss what you consider as the focus of Lesson 10. | |

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| | 1.6. Ask tutors to Identify and discuss any distinctive features of Lesson 10. | 1.6 Discuss any uniqueness or/and distinctiveness of the lesson | |
| The guidance notes for SL/HoD need to | <i>NB. These should be done within the context of the various TVET domains</i> | | |
| 3. Concept Development (New learning likely to arise in this lesson): <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | 3.1. Ask tutors to scan through the main lesson and identify the concepts. <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment procedures, etc.)</i> 3.2. Ask tutors to list the major concepts in lesson 6. e.g. Agriculture <ol style="list-style-type: none"> <i>Livestock and poultry and associations and organisations</i> <i>Organize field trip to livestock farm and associations. (GAPFA)</i> <i>Use of ICT as technology in agriculture development.</i> Home Economics <ol style="list-style-type: none"> <i>Entrepreneurship/greening TVET (use of video recordings/audios)</i> <i>Entrepreneurship/Greening cross cutting issues, including equity and inclusion, etc. - Greening TVET issues</i> | 3.1 Read through the main lesson and identify the features of the lesson. 3.2 List the major concepts in the lesson Share your list with the whole group. | 40 mins |

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| | <p>Technical:</p> <ul style="list-style-type: none"> a) <i>Tests on construction sites</i> b) <i>Teaching and Learning resources for Design and Realization</i> c) <i>Construction of Electronics Circuits and Realization</i> d) <i>Construction of cams</i> <p>Visual Arts:</p> <ul style="list-style-type: none"> a) <i>Provisions of the curriculum relative to cross cutting issues (NTECF), NTS and other stakeholders</i> b) <i>Human Figure: Self Portraiture</i> c) <i>Undertaking independent work in composition through Studio practice: 2-D and 3-D compositions - imaginative / memory</i> d) <i>Independent work and Studio Practice - rebranding an existing product (continued).</i> <p>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.</p> | <p>3.3 Write possible challenging areas in teaching of the concept(s) identified and find out and discuss possible solutions.</p> | |
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| | <p>3.4. Ask tutors to list the needed resources for the teaching and learning of the concepts identified.</p> <p>(Refer SL/HoD guidance notes bellow)</p> | <p>3.4 Suggest some resources for the teaching of the challenging concepts identified and list applicable resources for the teaching of concepts identified.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be | <p><i>NB. All discussion should be done within the context of the various TVET domains and as related to the respective lesson topics in the manual.</i></p> <p>Additional Considerations: In addition to provisions in the manual, tutors may explore additional resources, e.g.</p> <p>a) Nearly all the lessons for this week are providing some amount of independent learning opportunities to the learners.</p> <p>b) The lesson on <i>Livestock and Poultry and Associations and Organisations</i> requires that tutors organize field trip to a poultry famers Association (GAPFA) in the locality for first-hand information). Similarly, a visit to a modern model farm or resource Person from the metrological institutions could illustrate the concept of ICT in agriculture.</p> | | |

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| <p>given to local availability.</p> <ul style="list-style-type: none"> This section can build on the PD needs identified from the course manuals | <p>c) <i>The Technical lessons on Tests on construction sites as well as Construction of cams will also require learners have on-site experience.</i></p> <p>d) <i>Even though the Home Economics lessons on Entrepreneurship/greening 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.</i></p> <p>e) <i>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.</i></p> <p>3.5. Ask tutors to brainstorm on the lesson 10 topics, discuss and bring out the various links to use ICT resources to enhance the teaching and leaning</p> | <p>3.5 Brainstorm on the lesson 10 topics find out the links to use ICT resources in teaching and learning</p> | |
| <p>4. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and | <p>4.1 Ask tutors to read through the teaching and learning activities silently.</p> <p>a) Walk tutors through one or two teaching learning activities, e.g.</p> <p>b) <i>Demonstration on team teaching</i></p> | <p>4.1 Read through the teaching and learning activities to identify GESI related activities.</p> | <p>40 mins</p> |

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| <p>identification of areas that require clarification especially GESI related activities.</p> <ul style="list-style-type: none"> Working through one or two activities, | <p>c) <i>Demonstration of discussion in mixed ability groups</i></p> <p>d) <i>Invitation of resource persons to share experiences with learners.</i></p> <p>e) <i>Visit to a workshop, construction site, model farm, meteorological centre, Hotel/Guest House, etc.</i></p> <p>f) <i>Use video, photographs, etc. to clarify concepts.</i></p> <p>g) <i>Use experiments and demonstrations to explain concepts.</i></p> <p>4.2 Ask tutors to suggest other possible approaches to the teaching of the lesson.</p> <p>4.3 Ask tutors to identify and discuss (group) GESI related activities in the manual, <i>(their understanding and relevance of the provisions in the manual)</i></p> | <p>4.2 Suggest other possible ways Lesson 10 can be delivered effectively.</p> <p>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.</p> | |
| <ul style="list-style-type: none"> Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject | <p>4.4 Discuss with the tutors on the assessment opportunities in the manual, <i>(their adequacy, alignment with or otherwise of the NTEAP and the related weightings)</i></p> | <p>4.4 Discuss the assessment opportunities in the manual.</p> | |

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| <p>portfolio (30%) and end of semester examination (40%)</p> | <p>4.5 Ask tutors to list if any, other form(s) of assessment that could be effective in this lesson apart from those outlined in the manual, e.g., <i>jury, peer/self-assessment, etc.</i></p> | <p>4.5 Tutors brainstorm and list additional form(s) of assessment.</p> | |
| <p>Guidance notes for SL/HoD</p> <ul style="list-style-type: none"> Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. | <p>NOTE.</p> <ol style="list-style-type: none"> Due attention should also be paid to individual differences as a way of facilitating GESI compliance. <i>This lesson involves a lot of practical work and as such tutors should take GESI issues into consideration in selecting lesson activities.</i> <i>Lay emphasis on Portfolio preparation. Portfolio in this lesson, however, could be written reports on stations they visit, journals, pictures and sketches.</i> <i>In addition to portfolio building, project work could be given to form part of the assessment.</i> Tutors should encourage individual study, | | |

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| <ul style="list-style-type: none"> • 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. | <p>teamwork, manipulative skills, innovation, and relevant application of ICT tools and skills.</p> <p>f) <i>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,</i></p> | | |
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| <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | | | |
| <p>4.0. 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</p> | <p>4.1 Make sure to identify and discuss all the relevant issues in the lesson.</p> <p>4.2 Encourage tutors to use the knowledge acquired and apply them in their teaching.</p> <p>4.3 Encourage tutor to use team teaching and report on the next PD session.</p> <p>Read the lesson Eleven to Prepare for next PD Session.</p> | <p>4.1 Identify and discuss all the relevant issues in the lesson.</p> <p>4.2 Share ideas on how you will use knowledge and understanding gained to prepare for lesson 11.</p> <p>4.3 Ask teachers to report any challenging issues relating to lesson 10 for redress.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p> | <p>NB Even though most of the Courses in this Semester are practical skilled bases and emphasis is to be given to practical activities, this should be balanced with relevant theories to explain better the practical activities as scholars.</p> <p>Core competences in this lesson reflects this balance and must be encouraged.</p> | | |

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 inter-relatedness 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

| <p>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</p> | <p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p> | <p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i></p> | <p>Time in session</p> |
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| <ul style="list-style-type: none"> • Introduction / lesson overview • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | <ol style="list-style-type: none"> 1.1. Use an Ice breaker to start the session (a song/a physical exercise) 1.2. Put tutors in groups and let them recap the previous PD Session (refer to your respective TVET domains) 1.3. Ask tutors to reflect on the lesson observed by one critical friend in the area of <i>application of the previous PD session in the classroom.</i> 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. 1.5. Lead tutors to identify some cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. | <p>Revision Activity:</p> <ol style="list-style-type: none"> 1.2 In groups, recap the previous PD Session in your respective TVET domains) 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. 1.4 Answer questions and asking questions for clarification, examine key elements of the current lesson descriptions. 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. | <p>15 mins</p> |

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| <p>Reading and discussion of the introductory sections up to learning outcomes</p> | <p>1.6 Let tutors read the lesson description, the CLOs with its corresponding LIs and discuss how they are related to lesson 11, <i>(refer manual)</i></p> <p>Agriculture</p> <ul style="list-style-type: none"> a) Improvisation of Agricultural teaching and learning materials Associations and Organizations. b) Agriculture Associations and Organizations in Ghana: Fisheries Associations and Organizations <p>Home Economics</p> <ul style="list-style-type: none"> a) Professional Practice: Home Economics Associations, Trade areas/vocations b) Professional Practice- Home Economics Associations and Trade areas in Clothing and Textiles <p>Technical:</p> <ul style="list-style-type: none"> 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 circular surfaces. Their construction required specific | <p>1.6 Read the introduction to Lesson 11 in your various groups.</p> |
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| | <p>procedures to ensure the desired shape.</p> <p>Visual Arts:</p> <p>a) Idea Development: Project report, Background information, appreciation and criticism of a designed product</p> <p>b) Undertaking independent work in composition through Studio practice: 2-D and 3-D compositions - imaginative / memory (continued)</p> <p>c) Vegetation and Animal Figure</p> <p>d) Provisions of the curriculum relative to cross cutting issues (NTECF), NTS and other stakeholders - Explore visual arts careers and their related skills; their inter-relatedness in areas of skills, techniques; products and how professional values and attitudes, professional knowledge and professional practice can influence these careers.</p> | | |
| | <p>1.7 Put tutors in pairs and let them discuss the main purpose of the current PD Session and ask them to share with the group.</p> <p>1.8 Ask tutors to ‘think, pair and share’ what they consider as the focus of the lesson.</p> <p>1.9 Ask Tutors to pair up and identify the distinctive</p> | <p>1.7 In pairs, discuss the main purpose of the current PD Session and share with the larger group.</p> <p>1.8 Think-pair and share the focus of the lesson.</p> <p>1.9 In your pairs, identify and discuss the distinctive</p> | |

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| | 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 | <i>NB. These should be done within the context of the various TVET domains</i> | | |
| 2. Concept Development (New learning likely to arise in this lesson): <ul style="list-style-type: none"> • Identification and discussion of concepts | <p>2.1 Ask Tutors to read lesson 11 of the course manual for the key concepts, e.g., <i>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.</i></p> <p><i>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</i></p> | <p>2.1 Read lesson 8 of the course manual (refer to your respective TVET domains) and write down the key concepts of the lesson.</p> <p>Share your list with the whole group.</p> | 40 mins |

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| <ul style="list-style-type: none"> • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p><i>objects (continued) and Idea Development: Project report, Background information, appreciation and criticism of a designed product, etc.</i></p> <p>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.</p> <p>2.3 Discuss with Tutors to list the <i>e.g., resource persons, audio-visuals from YouTube and other internet sources, projectors and computers, charts and diagrams of the TVET domains, etc.</i></p> <p>(Refer SL/HoD guidance notes bellow)</p> | <p>2.3 Identify and discuss aspect(s) of the lesson you presume might pose some challenges for you in terms of new learning. Brainstorm/discuss possible solutions.</p> <p>2.3 Discuss 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.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT | <p><i>NB. All discussion should be done within the context of the various TVET domains and as related to the respective lesson topics in the manual.</i></p> <p>Additional Considerations: In addition to provisions in the manual, tutors may explore additional resources, e.g.</p> <p>a) Technical (inviting resource person(s) or taking learners to a workshop nearby to observe women and SEN who are into construction and have a practical feel of the lesson).</p> | | |

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| <p>resources need consideration.</p> <ul style="list-style-type: none"> The resources needed must be identified: literature – page referenced, etc. on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability. This section can build on the PD needs identified from the course manuals | <p>b) Drawing Board, drawing tools and materials including ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint</i>), etc. (Visual Art)</p> <p>NB.</p> <ul style="list-style-type: none"> 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. | | |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification | <p>3.1 Let tutors think-pair-share their views on the teaching and learning activities that are likely to be different from their previous experiences for clarification especially GESI related activities.</p> <p>3.2 Direct tutors through one or two teaching learning activities, e.g.</p> | <p>3.1 Think-pair-share your views on the activities that are likely to be different from your previous experiences to GESI related activities.</p> <p>3.2 Read the teaching and learning activities in the course manual and compare the activities there with those you</p> | <p>40 mins</p> |

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| <p>especially GESI related activities.</p> <ul style="list-style-type: none"> Working through one or two activities, | <p>a) <i>Libraries and books for information on the lesson, Surf OERs, and other related sites.</i></p> <p>b) <i>The need for resource persons to share experiences with learners.</i></p> <p>c) <i>Visit to a workshop, Hotel/Guest House, or an internally created temporal Model House.</i></p> <p>d) <i>Use role play to illustrate lesson.</i></p> <p>e) <i>Use video, photographs, etc. to clarify concepts.</i></p> <p>3.3 Lead tutors to identify other possible approaches to the teaching of the lesson.</p> <p>3.4 Guide tutors in groups to find and discuss GESI related activities in the manual, <i>(their understanding and relevance of the provision in the manual)</i></p> | <p>identified in your groups.</p> <p>3.3 List and share other possible ways this lesson can be delivered.</p> <p>3.4 Identify and discuss in pairs (where applicable) GESI related activities in the manual.</p> | |
| <ul style="list-style-type: none"> Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) | <p>3.5 Let tutors read and discuss the assessment component of Lesson 8. They should compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p> <p>Note: In-class assessment can include student teachers using power point presentations, etc.</p> | <p>3.5 Read and discuss the assessment component of Lesson 11. Compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p> | |

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| <p>Guidance notes for SL/HoD</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors’ previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools. • 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 | <p>NOTE.</p> <ol style="list-style-type: none"> 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, 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 | | |
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| <p>lesson relate to course assessment components.</p> <ul style="list-style-type: none"> • Identify where power point presentations or other resources need to be developed to support learning and provide guidance. 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. | <p>avoid disappointment.</p> | | |
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| <ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on their development | | | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues | <p>4.1 Ask tutors to identify any outstanding issues related to the current lesson for clarification.</p> <p>4.2 Ask tutors to read lesson 12 for the next PD session.</p> <p>4.3 Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p> <p>In the case of unresolved issues refer to the SWLs</p> | <p>4.1 Identify any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Read lesson 12 for the next PD session.</p> <p>4.3 Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p> | <p>10 mins</p> |
| <p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are</p> | <p>NB Even though most of the Courses in this Semester are practical skilled bases and emphasis is to be given to practical activities, this should be balanced with relevant theories to explain better the practical activities as scholars.</p> <p>Core competences in this lesson reflects this balance and must be encouraged.</p> | | |

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| explicitly addressed in the PD sessions. | |
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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

| <i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD</i> | <i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i> | <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD</i> | <i>Time in session</i> |
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| <i>needs and each one must be addressed</i> | | <i>Session participants (Tutors) will do during each state of the session)</i> | |
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| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson | <p>1.1. Use an Ice breaker to start the session.</p> <p>1.2. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson 11 after the PD session. (refer to your respective TVET domains)</p> <p>1.3. Invite critical friends who observed. Lesson 11 to share their experiences.</p> <p>1.4. Ask tutors to read the introductory sections of the current lesson (12) and the main purpose.</p> <p>1.5. Guide tutors to identify some cross cutting issues i.e., gender equality and social inclusion (GESI), ICT and pair share ideas.</p> <p>1.6. Ask tutors to identify the important or distinctive aspects of the lesson</p> | <p>Revision Activity</p> <p>1.2 Write on flipchart your experiences (successes and, challenges) as you taught Lesson 11 after the PD session and present your views.</p> <p>1.3 If you observed Lesson 11, please share your experiences.</p> <p>1.4 Read the introductory Sections of the current lesson.</p> <p>1.5 Think-pair-share your views on the cross-cutting themes identified.</p> <p>1.6 Share your observations on the important or distinctive aspects of the lesson</p> | <p>15 mins</p> |
| <p>Reading and discussion of the introductory sections up to learning outcomes</p> | <p>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</p> | <p>1.7 In pairs read lesson (Lesson 12) and note down the main purpose, Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive</p> | |

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| | <p>(CLOs), Learning Indicators (LIs), and other distinctive aspects of the lessons.</p> <p>Agriculture</p> <ul style="list-style-type: none"> a) Sustainable use of natural resources and farms b) Agriculture Associations and Organizations in Ghana: Non-Governmental Organizations <p>Home Economics</p> <ul style="list-style-type: none"> a) Professional practice: Reflective teacher: REVISION OF SEMESTER COURSE WORK b) REVISION OF SEMESTER COURSE WORK, 2. Professional Practice- Reflective teacher <p>Technical:</p> <ul style="list-style-type: none"> a) 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. <p>Visual Arts:</p> <ul style="list-style-type: none"> a) Exhibition of works b) Supported Teaching in Schools (STS) - School placement programme. | <p>aspects of the lessons.</p> | |
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| | <p>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.</p> | | |
| | <p>1.8 Ask tutors to be in pairs and let them discuss the main purpose of the current PD Session and ask them to share with the group.</p> <p>1.9 Ask tutors to brainstorm on the main integrated content and pedagogy to be covered in lesson 12 and clarify issues that may arise from the discussion.</p> <p>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)</p> | <p>1.8 In pairs, discuss the main purpose of the current PD Session and share with the larger group.</p> <p>1.9 Brainstorm on the main integrated content and pedagogy to be covered in the lesson and clarify issues that may arise from the discussion.</p> <p>1.10 In your pairs, identify and discuss the distinctive features of the lesson. Read your respective course manual</p> | |

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| <p>The guidance notes for SL/HoD need to</p> | <p><i>NB. These should be done within the context of the various TVET domains</i></p> | | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. | <p>2.1 Guide tutors to identify the key activities in lesson 12 in their respective course manuals, e.g., <i>Discuss the meaning of sustainability and natural resources management and the factors that influence their use. Build portfolio on factors (e.g., mining sites, burnt bushes, degraded areas, etc.) that destroy the environment. Carry out project work/action research to develop and implement measures to regenerate degraded environment. Professional Practice, present a written report on professional practice, values and attitudes as a developing teacher observed during the school placement session. Prepare a folio on the Tests on concrete and mortar mixtures on 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</i></p> | <p>2.1 Read lesson 12 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.</p> | <p>40 mins</p> |

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| | <p><i>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.</i></p> <p>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.</p> | <p>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.</p> | |
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| | <p>2.3 Let tutors list the resources that will be needed to teach this lesson effectively, <i>e.g., Drawing and colouring tools and materials, assemblage and construction tools. Resource persons, audio-visuals from YouTube and other internet sources, projectors and computers, charts and diagrams relevant to the various TVET domains.</i></p> <p>(Refer SL/HoD guidance notes bellow)</p> | <p>2.3 List the various resources (e.g., resources that can be obtained from literature, web and local sources) that are needed to teach this lesson.</p> | |
| <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration. The resources needed must be identified: literature – page referenced, etc. on web, YouTube, | <p><i>NB. All discussion should be done within the context of the various TVET domains and as related to the respective lesson topics in the manual.</i></p> <p>Additional Considerations: In addition to provisions in the manual, tutors may explore additional resources, e.g. Technical challenges female students and SEN could face during practical demonstration of Assemblage works and electrical/ electronic should be noted and prepared for.</p> <p>Tools Drawing Board, drawing tools and materials including ICT tools (computer Software like <i>AutoCAD, Adobe Photoshop, Coral Draw, Publisher, PowerPoint</i>), etc. (Visual Art)</p> | | |

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| <p>physical resources, power point; how they should be used. Consideration needs to be given to local availability.</p> <ul style="list-style-type: none"> This section can build on the PD needs identified from the course manuals | <p>NB. For Visual Art, there would be (Human Figure: Rendering of women, men and children) as well as assemblage artwork. Please do apply cautions discussed earlier about females not posing for males to draw. Female and other learners with SEN should all be encouraged and supported to try their hands at all aspects of the subject.</p> | | |
| <p>3 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. Working through one or two activities, | <p>3.1 Let tutors think-pair-share their views on the teaching and learning activities that are likely to be different from their previous experiences for clarification especially GESI related activities.</p> <p>3.2 Lead tutors through one or two teaching learning activities, e.g.</p> <ol style="list-style-type: none"> <i>Libraries and books for information on the lesson, Surf OERs, and other related sites.</i> <i>The need for resource persons to share experiences with learners.</i> <i>Visit to a workshop, Hotel/Guest House, or an internally created temporal Model House.</i> <i>Use role play to illustrate lesson.</i> <i>Use video, photographs, etc. to clarify concepts.</i> | <p>3.1 Think-pair-share your views on the activities that are likely to be different from your previous experiences to GESI related activities.</p> <p>3.2 Read the teaching and learning activities in the course manual and compare the activities there with those you identified in your groups.</p> | <p>40 mins</p> |

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| | <p>3.3 Lead tutors to identify other possible approaches to the teaching of the lesson.</p> <p>3.4 Guide tutors in groups to find and discuss GESI related activities in the manual, (<i>their understanding and relevance of the provision in the manual</i>)</p> | <p>3.3 Discuss other possible approaches to the teaching of the lesson.</p> <p>3.4 Identify and discuss in pairs (where applicable) GESI related activities in the manual.</p> | |
| <ul style="list-style-type: none"> Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) | <p>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.</p> <p>Note: In-class assessment should take form of student teachers using power point presentations etc.</p> | <p>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.</p> | |
| <p>Guidance notes for SL/HoD</p> <ul style="list-style-type: none"> Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, | <p>NOTE.</p> <p>a) Attention should also be paid to Gender and inclusivity issues in group formation as a way of facilitating GESI compliance.</p> <p>b) Refers to the respective TVET domain.</p> <p>c) At this time, the semester is coming to a close and projects should be nearing completion.</p> | | |

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| <p>learning and assessment, incl. gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</p> <ul style="list-style-type: none"> • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these. • Identify 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 | <p><i>(refer to guidelines for assessing practical works in session 2)</i></p> <p>d) Tutors should encourage student teachers to update their portfolios. <i>(refer to what goes into a Portfolio in session 4)</i></p> <p>e) Tutors should not forget to guide student teachers' revision in preparation towards the end of semester examinations.</p> <p>f) Tutors should also avail themselves to be assessed by student. <i>(Refer below for sample questionnaire for your students)</i></p> | | |
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| <p>and transferable skills, including digital skills, are being developed or applied.</p> <ul style="list-style-type: none"> • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material. • Identify resources required for any TLMs and provide guidance on their development | | | |
| <p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. <ul style="list-style-type: none"> ○ Course assignment ○ Advance preparation <p>In the case of unresolved issues</p> | <p>4.1 Guide tutors to summarise the discussions so far.</p> <p>4.2 Ask tutors to identify any outstanding issues related to the current lesson for clarification.</p> <p>4.3 Have tutors discuss their general impression about the course.</p> <p>4.4 Prompt tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p> | <p>4.1 Summarise the discussions so far.</p> <p>4.2 Identify any outstanding issues that relate to the current lesson for clarification.</p> <p>4.3 Discuss your general impression about the course.</p> <p>4.4 Invite a critical friend from the same or related area to observe your lesson during teaching and provide feedback.</p> | <p>10 mins</p> |

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

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

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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| Good | 2 |
| Minimal | 3 |

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

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

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

