

PROFESSIONAL DEVELOPMENT PROGRAMME

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

HANDBOOK FOR TUTORS





The Government of Ghana



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Foreword

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

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

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

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

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

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

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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, adherence to specifications (to ensure safety of consumers/clients)

Entrepreneurship	key concepts, principles, relevance, business creation, business ethics and social responsibility
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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.

Session 1

Age Phase:

Name of Subject:

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

Year 2 Semester 2

LESSON TOPIC:

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> <i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of 	1.1 Revision Activity: Write one thing you learnt in your last PD session and how you applied it in your teaching.	20 mins
	1.2 Share your views with the whole group.	

<p>the main purpose of the lesson in the course manual.</p> <ul style="list-style-type: none"> • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson 		
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Read the introduction of the new Course 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> <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>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 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>

<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 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>	40 mins
	<p>3.3 Read silently the teaching and learning activities and identify areas that require clarification</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 school pupils to develop these skills through STS activities.</p> <p>3.5 Discuss the relevance of the activities to the lesson. NB: Present your findings on a flip chat.</p>	
	<p>3.6 Discuss other relevant approaches to the teaching of the lesson</p>	
	<p>3.7 List resources required for developing specific TLMs and provide guidance on the development of these.</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>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>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and 	<p>4.1 Individually, articulate how you will use knowledge and understanding</p>	10 mins

<p>identification of any outstanding issues relating to this lesson for clarification.</p> <ul style="list-style-type: none"> • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>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>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 Most of the Courses in this Semester are practical skilled bases, hence emphasis should be given to practical activities.</p>	

Session 2

Age Phase:

Year 2 Semester 2

LESSON TOPIC:

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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session</i>	<i>Time in session</i>
1. Introduction / lesson overview	Revision Activity: 2.1 Mention challenging issues from	20 mins

<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>your previous lessons that needs to be addressed</p>	
<p>Reading and discussion of the introductory sections up to learning outcomes</p>	<p>2.2 List the important and distinctive features of lesson 2 on 'A4' sheets with the whole group.</p> <p>2.3 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>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 Read the introductory sections up to learning outcomes silently.</p> <p>2.2 Pair and share the focus of the lesson</p> <p>2.3 Identify and brainstorm on the important features of the lesson and report to the whole group on a flip chat or 'A4' sheets</p> <p>3.1 Read through the main lesson and identify the features of the lesson.</p> <p>3.2 List the major concepts in the lesson and share your list with the whole group.</p> <p>3.3 Participate in discussion of activities.</p> <p>3.4 Suggest other possible ways to teach the concepts.</p> <p>3.5 Write possible challenging areas you envisaged in teaching of the concepts identified.</p> <p>3.6 List the needed resources for the teaching and learning of the concepts identified.</p>	<p>40 mins</p> <p>40 mins</p>
<p>3. Teaching, learning and assessment activities for the lesson.</p>	<p>4.1 Read the assessment activities in the manual(s) and identify areas</p>	<p>40 mins</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>that require clarification especially on GESI related activities.</p> <p>4.2 Refer to the NTEAP document focusing on subject portfolio and subject project and indication how the lesson will contribute to these</p> <p>4.3 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 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 session in the next session.</p>	10 mins
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p>Key Assessment Lesson for the Semester (Please SL/HoD should prepare to lead the discussion.)</p> <p><u>How to score practical lessons</u></p> <ul style="list-style-type: none"> • Develop a check list indicating stages of the process. • Identify skill(s) that must be acquired. • Determine scores for each stage depending on the complexity of the skill. • 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 	

	<p>elements of design, Colour and tone, etc. for 2-D works)</p> <ul style="list-style-type: none">• 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>
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Section 3

Age Phase:

Year 2 Semester 2

LESSON (3) TOPIC:

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i> Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course manual. 	Revision Activity: 1.1 Sing a song to start the PD Session. Or use a short game. 1.2 Mention challenging issues from the previous lessons that needs to be addressed. 1.3 Explain how useful the previous PD sessions was to learners' development.	15 mins

<ul style="list-style-type: none"> • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson 	<p>1.4 Read the description of the lesson aloud.</p> <p>1.5 Identify and discuss important distinctive feature of the lesson.</p>	
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<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> <p>1.8 Brainstorm on how GESI and ICT issues can be addressed during the lesson.</p>	
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concept • 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 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>2.3 Identify 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>	40 mins
<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. 	<p>2.4 Investigate the possible challenging areas in the teaching of the concepts identified and share your views.</p> <p>2.5 Discuss the needed resources for the teaching and learning of the concepts identified.</p> <p>2.6 Share the needs identified from your course manual.</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. 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 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>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 of other ways to assess lesson 3 and share same with the whole group by presenting your report on a flip chart.</p>	40 mins
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment 	<p>4.1 Write down issues observed about the session and share them with the whole group for further discussion.</p> <p>4.2 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>	15 mins

<ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 		
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>		

Session 4

Age Phase:

Year 2 Semester 2

Lesson 4 Topics for the TVET Domains:

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:* Semi conductors

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 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 (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of 	1.1 Use shower thoughts to revise the previous lesson.	15 mins
	1.2 Critical friends give follow-up report	
	1.3 Discuss the main purpose of the lesson in the course manual.	

<p>the main purpose of the lesson in the course manual.</p> <ul style="list-style-type: none"> • 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 	1.4 Discuss GESI and use of ICT resources issues in this lesson.	
	1.5 Read the lesson description for lesson 4	
	1.6 Discuss the relevance and alignment learning outcomes and the learning indicator for lesson 4.	
<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 	<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>	

<p>1. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. 	2.1 Identify and discuss concepts in lesson 4.	25 mins
	2.2 Write challenging areas in teaching the concepts	
	2.3 Discuss the equity and inclusion issues considered in this lesson.	
	2.4 List the needed resources for the teaching the concepts.	
<p>2. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. • Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification. • 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. 	3.1 Read through notes on teaching and learning activities in lesson 4.	40 mins
	3.2 Follow the sample lesson	
	3.3 Think-pair-share ideas regarding the activities that require the use of ICT in lesson 4.	
	3.4 Identify course assessment opportunities in lesson 4.	
	3.5 Verify the alignment of assessment with the NTEAP	
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating 	<p>1.1 Identify any outstanding issues relating to this lesson for clarification.</p> <p>1.2 Give a summary of the session.</p>	10 mins

<p>to this lesson for clarification.</p> <ul style="list-style-type: none"> • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>1.3 Brainstorm on advance preparation activities for Lesson 4.</p> <p>1.4 Identify materials required for practical activities of the lesson.</p> <p>1.5 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>Key Assessment Lesson for the Semester (Please SL/HoD should prepare to lead the discussion.)</p> <p>Building of Portfolios</p> <ol style="list-style-type: none"> i. Identify the variety of items that can go into a portfolio in TVET. <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. ii. Deeside the appropriate form of the portfolio. Portfolios ca be either soft or hard portfolios. iii. Portfolios should not exist only for assessment. They constitute a private library for the learner, now and the future. iv. For Visual Art, is a necessary requirement for the scoring of any practical project work. 	

Session 5

Age Phase:

Year 2 Semester 2

Lesson 5 Topic for the TVET Domains:

Agriculture

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

Home Economics:

3. ***Application of Theories and Principles in Clothing and Textiles:*** Textiles, Fibres, Fabrics and Clothing Management, Care and maintenance of clothing
4. ***Application of Theories and Principles in Food and Nutrition:*** Food Commodities

Technical:

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

Visual Arts:

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

<p><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></p>	<p><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 (Tutors) will do during each state of the session)</i></p>	<p><i>Time in session</i></p>
<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. 	<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>20 mins</p>

<ul style="list-style-type: none"> • 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>1.3 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>1.5 Identify the important features of the lesson of 5.</p> <p>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</p> <p>1.7 Identify any possible challenging in the use of digital tools envisage in teaching of the concepts.</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 Read, identify, and discuss the key features of the lesson.</p> <p>2.2 List and discuss the major concepts and issues in lessons 5</p>	40 mins
<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 taking tutors through the lesson activities “walk through”. 	<p>2.3 Read through lesson 5 and identify possible challenging areas in teaching of the concepts identified.</p> <p>2.4 List and discuss equity and inclusion issues in the concepts.</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</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 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 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>3.4 Discuss the suitability of the suggested lesson delivery methods in the manual for lesson 5 and identify learning activities that require ICT issues</p> <p>3.5 Suggest other possible lesson delivery methods for lesson</p> <p>3.6 Discuss how to align assessment to the NTEAP in the course manual</p>	<p>40 mins</p>
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • Review learning and identification of any outstanding issues relating to this lesson for clarification. • Course assignment <ul style="list-style-type: none"> ○ Advance preparation ○ In the case of unresolved issues 	<p>4.1 Review 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

Age Phase:

Year 2 Semester 2

LESSON TOPIC:

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

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 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)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) 	1.1 Revision Activity: Write one thing you learnt in PD session 5 and how you applied it in your teaching.	15 mins

<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 Share your views with the whole group (exiting or/and challenging experiences).</p>	
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Read the introduction to lesson 6 silently</p>	
	<p>1.3 Discuss the introduction to lesson 6, (<i>refer to the respective manuals</i>)</p> <p>1.4 Pair and share what you see as the focus of the lesson.</p> <p>1.5 Identify and discuss any uniqueness or/and distinctiveness of Lesson 6</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 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>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>40 mins</p>
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that 	<p>3.1. Read through the teaching and learning activities to identify GESI related activities.</p> <p>3.2. Suggest other possible approaches to the teaching of the lesson.</p>	<p>40 mins</p>

<p>require clarification especially GESI related activities.</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3. Discuss in <i>pairs and share</i> 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>3.3 Brainstorm on the assessment opportunities in the manual</p> <p>3.4 Suggest other form(s) the assessment could take aside those suggested in the manual.</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 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</p> <p>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> <p>.</p>	

Session 7

Age Phase:

Year 2 Semester 2

LESSON TOPIC:

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) 	1.1 What lesson did you learn from the allegory of the proverbial monkey story indicating what killed the old, knowledgeable, and experienced monkey.	20 mins

<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 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>	
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Read the introduction to Lesson 7 silently.</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>	
<p>1. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts. • Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept. 	<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>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>	40 mins
<p>2. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. 	<p>3.1 Read through the teaching and learning activities to identify GESI related activities.</p> <p>3.2 Discuss in <i>pairs and share</i> your understanding of the relevance of the <i>GESI</i> provision in the lesson.</p> <p>3.3 Suggest other possible ways lesson 6 can be delivered.</p>	40 mins

<ul style="list-style-type: none"> Working through one or two activities, 	<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 Brainstorm on the assessment opportunities in the manual</p>	
<p>3. Evaluation and review of session:</p> <ul style="list-style-type: none"> Review learning and identification of any outstanding issues relating to this lesson for clarification. Course assignment <ul style="list-style-type: none"> Advance preparation In the case of unresolved issues 	<p>4.1 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>	<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>Key Assessment Lesson for the Semester (Please SL/HoD should prepare to lead the discussion.</p> <p><u>How to organize Field Trips</u></p> <ol style="list-style-type: none"> Identify the appropriate site at least one semester ahead. 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. Identify officer(s)/resource person(s) that will be the in-house tour guide at the site. Discuss the outline of the lesson with him/her indicating exactly what you expect your students should learn. Prepare your students (tell them the kind of preparation they need (dressing, materials 	

	<p>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.</p> <ul style="list-style-type: none">f) At the site do the followingg) 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 perspectivej) Back at College do the following:<ul style="list-style-type: none">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.
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Session 8

Age Phase:

Year 2 Semester 2

LESSON TOPIC:

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

<i>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none">• Reflection on previous PD Session (Introduction to the course manual)	Revision Activity: 1.1 Share your observations and challenges encountered in the previous week's lesson delivery.	15 mins

<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 Review the previous PD session by asking Tutors if they have any unresolved issues from the previous section</p>	
<p>2. Reading and discussion of the introductory sections up to learning outcomes</p>	<p>1.4 1.3 Read the introduction to lesson 8 in your various groups. 1.5 Read lesson 8 of your respective course manual. What do you think is the main purpose of the lesson? 1.6 Think-pair and share the focus of the lesson. 1.7 In your pairs, identify and discuss the distinctive features of the lesson. Read your respective course manual.</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 Read lesson 8 of the course manual (Your respective TVET domains) and write down the key concepts of the lesson. Share your list with the whole group.</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>	<p>40 mins</p>
<p>2 Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification 	<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</p>	<p>40 mins</p>

<p>especially GESI related activities.</p> <ul style="list-style-type: none"> Working through one or two activities, 	<p>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>	
<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 Read and discuss the assessment component of Lesson 8. Compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</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 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 examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p>NB</p> <p>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 10

Age Phase:

Year 2 Semester 2

Lesson Topic:

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 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 (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) • Introduction and overview of the main purpose of the lesson in the course 	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 Share your practical ideas with the whole group	

<p>manual.</p> <ul style="list-style-type: none"> • Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT. • Identification of important or distinctive aspects of the lesson 		
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Read the introduction to lesson 10 silently.</p> <p>1.4 Discuss the introduction to Lesson 10. (<i>refer to the respective manuals</i>).</p> <p>1.5 Discuss what you consider as the focus of Lesson 10.</p> <p>1.6 Discuss any uniqueness or/and distinctiveness of the lesson</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 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>2.3 Write possible challenging areas in teaching of the concept(s) identified and find out and discuss possible solutions.</p> <p>2.4 Suggest some resources for the teaching of the challenging concepts identified and list applicable resources for the teaching of concepts identified.</p> <p>2.5 Brainstorm on the lesson 10 topics find out the links to use ICT resources in teaching and learning</p>	40 mins
<p>3. Teaching, learning and assessment activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification especially GESI related activities. 	<p>3.1 Read through the teaching and learning activities to identify GESI related activities.</p> <p>3.2 Suggest other possible ways Lesson 10 can be delivered effectively.</p> <p>3.3 Identify and discuss in groups (where applicable) GESI related activities in the manual. Discuss in pairs and share your</p>	40 mins

<ul style="list-style-type: none"> Working through one or two activities, 	<p>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 Discuss the assessment opportunities in the manual.</p> <p>3.5 Tutors brainstorm and list additional form(s) of assessment.</p>	
<p>4.0. 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. <p>Course assignment: Advance preparation in the case of unresolved issues</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</p> <p>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> <p>.</p>	

Session 11

Age Phase:

Year 2 Semester 2

LESSON TOPIC:

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><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></p>	<p><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 (Tutors) will do during each state of the session)</i></p>	<p><i>Time in session</i></p>
<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>Revision Activity:</p> <p>1.1 In groups, recap the previous PD Session in your respective TVET domains</p> <p>1.2 Reflect on the presentation of the critical friend on the lesson observed on the application of the previous PD session in the classroom.</p> <p>1.3 Answer questions and asking questions for clarification, examine key elements of the current lesson descriptions.</p> <p>1.4 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>	<p>15 mins</p>
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.5 Read the introduction to Lesson 11 in your various groups.</p> <p>1.6 In pairs, discuss the main purpose of the current PD Session and share with the larger group.</p> <p>1.7 Think-pair and share the focus of the lesson.</p> <p>1.8 In your pairs, identify and discuss the distinctive features of the lesson. Read your respective course manual</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 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>	<p>40 mins</p>

<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>2.2 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>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 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>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>	40 mins
<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 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>	
<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 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>	10 mins

<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p>NB</p> <p>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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Session 12

Age Phase:

Year 2 Semester 2

LESSON TOPIC:

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 needs and each one must be addressed</i>	<i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</i>	<i>Time in session</i>
1. Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual) 	Revision Activity 1.1 Write on flipchart your experiences (successes and, challenges) as you taught Lesson 11 after the PD session and present your views.	15 mins

<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 If you observed Lesson 11, please share your experiences.</p> <p>1.3 Read the introductory Sections of the current lesson.</p> <p>1.4 Think-pair-share your views on the cross-cutting themes identified.</p> <p>1.5 Share your observations on the important or distinctive aspects of the lesson</p>	
<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.6 In pairs read lesson (Lesson 12) and note down the main purpose, Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive aspects of the lessons.</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 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>1.9 In your pairs, identify and discuss the distinctive features of the lesson. Read your respective course manual</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 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>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> <p>2.3 List the various resources (e.g., resources that can be obtained from</p>	<p>40 mins</p>

	literature, web, and local sources) that are needed to teach this 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. • Working through one or two activities, 	<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>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>	40 mins
<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 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>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 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>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>	10 mins

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

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

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

Good	2
Minimal	3

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

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

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

